MARYVILLE COLLEGE

BULLETIN

MARYVILLE, TENNESSEE

1951 CATALOG ISSUE

MARYVILLE COLLEGE

FOUNDED 1819

Maryville College is officially accredited by the national, regional, and state accrediting bodies. It is a member of the Southern Association of Colleges and Secondary Schools, the official accrediting body for the South; is a liberal arts college member of the National Association of Schools of Music; is approved by the American Medical Association, the State of Tennessee Department of Education, and the other principal educational associations and institutions; and is included in the last approved list of the Association of American Universities.

Maryville College is also an institutional member of the American Council on Education, the Association of American Colleges, the American Association of University Women, the Presbyterian College Union, the Tennessee College Association, and other important groups.

Maryville College is Christian, although not sectarian, in its purposes, program, and teaching. Throughout its history it has been connected organically with the Presbyterian Church in the U. S. A., and its Directors are elected by the Synod of Mid-South of that Church.

It is the purpose of this Bulletin to present concisely essential information concerning the College. The pages immediately following carry pictures of the central area and a few of the buildings and scenes of the three hundred and eighty-five acre campus. This issue contains the register of the 132nd year and the announcements of the 133rd year.

CENTRAL CAMPUS OF MARYVILLE COLLEGE

1 Chapel (Burned March, 1947). 2 Baldwin. 3, Pearsons. 4 Hospital. 5 Lamar Residence. 6 Farm House. 7 Dairy. 8 Willard Memorial. 9 Thaw. 10 Science. 11 Bartlett. 12 Swimming Pool. 13 Alumni Gymnasium. 14 South Gates. 15 Memorial. 16 Former Heating Plant. 17 Book Store. 18 Anderson. 19 Carnegie. 20 The Steps. 21 Residence. 22 College Cemetery. 23 College Woods (In Which are the House in the Woods, Morningside, Guest House, Amphitheatre).

Carnegie Hall.

In the Great Smoky Mountains National Park

From the Bookstore to Pearsons Hall

MARYVILLE COLLEGE BULLETIN

ANNUAL CATALOG ISSUE

VOL. L MAY, 1951 No. 1

Announcements for the One Hundred and Thirty-Third Year 1951-1952 Register for 1950-1951

The College reserves the right to make necessary changes without further notice.

MARYVILLE COLLEGE
Maryville, Tennessee

Published bi-monthly by Maryville College. Entered May 24, 1904, at Maryville, Tennessee, as second-class mail matter. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized February 10, 1919.

THE COLLEGE CALENDAR FOR 1951-1952

FIRST SEMESTER

Sept. 4-10, Opening program:
Sept. 4, Tuesday 4:00 p.m.—New students report.
Sept. 5, Wednesday 8:00 a.m.—Semester opens; registration of new students; payment of bills by old or new students who have registered.
Sept. 6, Thursday, 8:00 a.m.—Opening chapel service; registration.
Sept. 7, Friday, 8:00 a.m.—Annual Convocation; first meeting of classes.
Sept. 8, Saturday 8:00 p.m. — Y.W.C.A. and Y.M.C.A. receptions.
Sept. 10, Monday, 8:00 p.m.—Faculty reception.
Oct. 27, Saturday—Founders' and Homecoming Day.
Nov. 20, Tuesday, 10:30 a.m.—Fall Meeting of the Directors.
Nov. 22, Thursday—Thanksgiving Day.
Dec. 9, Sunday, 3:00 p.m.—"The Messiah."
Dec. 18-21, First semester final examinations.
Dec. 21, Friday, noon—First semester ends; Christmas holidays begin.

SECOND SEMESTER

1952
Jan. 16, Wednesday, 8:00 a.m.—Chapel; Christmas holidays end; second semester begins.
Feb. 6-14, February Meetings.
Apr. 13, Sunday—Easter.
Apr. 16-17, Comprehensive Examinations for Seniors, and National Co-operative Test for Sophomores.
May 1, Thursday—May Day Festival.
May 15-20, Second semester final examinations.
May 17-21, Commencement program:
May 17, Saturday—Alumni Day:
Alumni class meetings as announced.
7:00 p.m.—Annual Alumni Association dinner.
May 18, Sunday—Baccalaureate Day:
10:30 a.m.—Baccalaureate service.
4:00 p.m.—Music hour.
7:00 p.m.—Vespers.
May 20, Tuesday:
3:00-5:00 p.m.—President's reception at Morningside.
8:00 p.m.—Commencement play.
May 21, Wednesday—Commencement Day:
8:30 a.m.—Spring Meeting of the Directors.
10:30 a.m.—Graduation exercises, 133rd year.

FIRST SEMESTER, 1952-1953

Sept. 2, 4:00 p.m.—New students report.

THE DIRECTORS

CLASS OF 1951

F. Edward Barkley, Esq. ..... Knoxville
Albert Madison Brinkley, Jr., Esq. ..... Kingsport
Milton Wilbert Brown, M.A., M.S., D.D. ..... Cincinnati, Ohio
Hugh Rankin Crawford, B.A. ..... Maryville
Frank Moore Cross, D.D., *Vice-Chairman* ..... Birmingham, Ala.
Clemmie Jane Henry, LL.D. ..... Maryville
Judge Samuel O'Grady Houston, LL.D., *Chairman* ..... Knoxville
John Nevius Lukens, D.D. ..... Birmingham, Ala.
Nellie Pearl McCampbell, B.A. ..... Knoxville
*William Barrow Pugh, D.D., LL.D. ..... Philadelphia Pa.
Donald A. Spencer, D.D. ..... Chattanooga
Herman Lee Turner, D.D., LL.D. ..... Atlanta, Ga.

CLASS OF 1952

Harrison Ray Anderson, D.D., LL.D. ..... Chicago, Ill.
Charles R. Erdman, D.D., LL.D. ..... Princeton, N. J.
Joe Caldwell Gamble, B.A., LL.B., *Recorder* ..... Maryville
John Hamish Gardner, Jr., D.D. ..... Baltimore, Md.
James L. Getaz, B.S. ..... New York, N. Y.
Albert Dubois Huddleston, Esq. ..... Maryville
Stuart Nye Hutchison, D.D., LL.D. ..... Pittsburgh, Pa.
Ralph Waldo Lloyd, D.D., LL.D. ..... Maryville
Inez McLucas Moser, R.Ed.D. ..... Jackson Heights, N. Y.
John Vant Stephens, Jr., D.D. ..... Alliance, Ohio
Roy Ewing Vale, D.D., LL.D. ..... Indianapolis, Ind.

CLASS OF 1953

Clifford Edward Barbour, Ph.D., D.D. ..... Knoxville
Joseph McClellan Broady, D.D. ..... Birmingham, Ala.
Charles Edgar Cathey, D.D. ..... Fort Smith, Ark.
William Wood Duff, D.D. ..... Nashville
James Hayden Laster, B.A., Th.B. ..... Milan
Roscoe Dale LeCount, D.D. ..... Birmingham, Ala.
Chester Fred Leonard, B.A., B.D. ..... Sneedville
Robert J. Maclellan, Esq. ..... Chattanooga
Judge Arthur Evan Mitchell, J.D., LL.D. ..... Knoxville
Clyde Terelius Murray, Esq. ..... Maryville
John Grant Newman, D.D., LL.D. ..... Philadelphia, Pa.

*Died September 14, 1950.

COMMITTEES, 1950-1951

Committees of the Directors:

Administration: Ralph Waldo Lloyd, *Chairman;* A. D. Huddleston, *Secretary;* and Clifford Edward Barbour, Joe Caldwell Gamble, Samuel O'Grady Houston, Chester Fred Leonard, and Donald A. Spencer.

Finance: Joe Caldwell Gamble, *Chairman;* Hugh Rankin Crawford, *Secretary;* F. Edward Barkley, Albert M. Brinkley, Jr., Robert J. Maclellan, Clyde Terelius Murray, and Ralph Waldo Lloyd, *ex-officio.*

Executive Council of the Faculty:

Officers of Administration, Chairmen of the Divisions of College Instruction, and Barker, Briggs, Case, Grierson, Howell, McCurry, Massey, Meiselwitz, Sisk, E. R. Walker, Williams.

Committees of the Faculty:

Artists' Series: Horne, Harter, Meiselwitz.

Athletics: McClelland, Black, Honaker, Howell, Minear.

Discipline: Howell, Briggs, B. H. Brown, E. R. Hunter, M. G. Pieper.

Entrance and Standing: Dean of Students, President, Secretary of the Faculty, Dean of Curriculum.

Library: Grierson, Barker, Buchanan, E. R. Hunter, C. B. Johnson, Meiselwitz, A. F. Pieper, Sisk.

Scheduling of Activities: Dean of Curriculum, Supervisor of Men's Residence, Dean of Women, Chairman of Division of Fine Arts, Director of Athletics.

Special Studies: E. R. Hunter, Davies, Davis, Disbrow, Grierson, Howell, McClelland, Orr, V. M. Queener.

Student Business Management: Williams, Black, Case, Griffitts, Minear, E. R. Walker, Wilkinson.

Student-Faculty Senate (Faculty members): President, Case, Davies, Griffitts, Howell, E. R. Hunter, McClelland, Massey, Sisk.

Student Help: Barker, Director of Student-Help, Dean of Students, Treasurer, Massey, Orr.

Student Programs: Case, Buchanan, Craven, Massey.

Student Publications: Griffitts, Bushing, Case, Jackson.

Special and Joint Committees—As appointed.

The By-Laws make the President ex-officio a member of all faculty committees.

OFFICERS AND FACULTY, 1950-1951

(Arranged by Groups in Alphabetical Order)

OFFICERS OF ADMINISTRATION

RALPH WALDO LLOYD, B.A., B.D., D.D., LL.D.,
President.
On the Mr. and Mrs. Charles Oscar Miller Memorial Foundation.
(At Maryville College since 1930.)

LOUIS ALEXANDER BLACK,
Director of Maintenance.
(At Maryville College since 1931.)

PAUL WILLARD HENRY,
Treasurer.
(At Maryville College since 1948.)

EDWIN RAY HUNTER, B.A., M.A., PH.D., LITT.D.,
Dean of Curriculum.
(At Maryville College since 1918.)

FRANK DELOSS MCCLELLAND, B.A., M.S., LL.D.,
Dean of Students.
(At Maryville College since 1937.)

FACULTY OF INSTRUCTION

RALPH WALDO LLOYD, B.A., B.D., D.D., LL.D.,
President.
On the Mr. and Mrs. Charles Oscar Miller Memorial Foundation.
(B.A., Maryville College; B.D., McCormick Theological Seminary, Chicago, 1924; Honorary D.D., Maryville College, 1929; Honorary LL.D., Centre College, 1940. At Maryville College since 1930.)

LINCOLN BARKER, B.A., M.A., PH.D.,
Professor of Psychology and Education.
(B.A., Westminster College [Missouri]; M.A., ibid., 1922; Ph.D., New York University, 1945. At Maryville College since 1941.)

DAVID H. BRIGGS, B.A., M.A., PH.D.,
Professor of Psychology and Education.
(B.A., Maryville College; M.A., 1924, and Ph.D., 1930, University of North Carolina; University of Chicago, 1926-1927. At Maryville College since 1936.)

RALPH THOMAS CASE, B.A., B.D., PH.D.,
Professor of Sociology.
(B.A., Parsons College; B.D., McCormick Theological Seminary, Chicago, 1919; Ph.D., University of Iowa, 1929. At Maryville College since 1939.)

KATHARINE CURRIE DAVIES, B.A., B.MUS., MUS.M.,
Professor of Music and Chairman of the Division of Fine Arts.
(B.A., College of Wooster; The Biblical Seminary in New York; Graduate of the American Conservatory of Music, 1924; B.Mus., Oberlin Conservatory of Music, 1928; Student of Isidor Philipp, Paris, 1928-1929; Presser Foundation Scholarship, Fontainebleau, 1929; Mus.M., Eastman School of Music, 1938. At Maryville College since 1936.)

FRED ALBERT GRIFFITTS, B.A., M.S., PH.D.,
Professor of Chemistry, and Chairman of the Division of Science.
(B.A., Maryville College; M.S., Iowa State College, 1930; Ph.D., Indiana University, 1936. At Maryville College since 1925.)

LOMBE SCOTT HONAKER, B.A.,
Professor of Physical Education, Chairman of the Division of Physical Education and Athletics, and Director of Athletics.
(B.A., Roanoke College. At Maryville College since 1921.)

GEORGE DEWEY HOWELL, B.A., M.S.,
Professor of Chemistry, and Secretary of the Faculty.
On the Aluminum Company of America Foundation.
(B.A., Maryville College; M.S., Vanderbilt University, 1925. At Maryville College since 1922.)

EDWIN RAY HUNTER, B.A., M.A., PH.D., LITT.D.,
Professor of English, Chairman of the Division of Languages and Literature, and Dean of Curriculum.
(B.A., Maryville College; M.A., 1917, and Ph.D., 1925, University of Chicago; Honorary Litt.D., Maryville College, 1944. At Maryville College since 1918.)

FRANK DELOSS MCCLELLAND, B.A., M.S., LL.D.,
Dean of Students.
(B.A., Grove City College; Pennsylvania State College, 1922, 1923; M.S., 1929, and Honorary LL.D., 1936, Grove City College. At Maryville College since 1937.)

GERTRUDE ELIZABETH MEISELWITZ, B.S., M.S.,
Professor of Home Economics.
(B.S., University of Wisconsin; M.S., ibid., 1935. At Maryville College since 1928.)

HORACE EUGENE ORR, B.A., M.A., D.D.,
Professor of Religion and Philosophy, and Chairman of the Division of Bible, Philosophy, and Education.
(B.A., Maryville College; Graduate of Lane Theological Seminary, 1915; M.A., University of Tennessee, 1924; Northwestern University, 1927, 1928; Honorary D.D., Maryville College, 1926. At Maryville College since 1920.)

VERTON MADISON QUEENER, B.A., M.A., PH.D.,
Professor of History and Chairman of the Division of Social Sciences.
(B.A., Maryville College; M.A., University of Tennessee, 1930; Ph.D., Indiana University, 1940. At Maryville College since 1927.)

AUGUSTUS SISK, B.A., M.A., PH.D.,
Professor of Mathematics and Physics.
(B.A., Maryville College; M.A., University of Kentucky, 1923; Ph.D., Cornell University, 1932. At Maryville College since 1938.)

LYLE LYNDON WILLIAMS, B.S., M.A., PH.D.,
Professor of Biology.
(B.S., Guilford College; M.A., [Education], 1927, M.A., [Zoology], 1931, and Ph.D., 1939, University of North Carolina. At Maryville College since 1936.)

JOHN DALES BUCHANAN, B.A., M.A., TH.B., D.D.,
Associate Professor of Bible and Religious Education.
(B.A., Monmouth College; M.A., Princeton University, 1921; Th.B., Princeton Theological Seminary, 1921; Graduate School of Theology, Edinburgh, 1921-1923; Honorary D.D., Tarkio College, 1931. At Maryville College since 1946.)

JOHN ARTHUR DAVIS, B.A., M.A.,
Associate Professor of Physical Education.
(B.A., Maryville College; M.A., Columbia University, 1939. At Maryville College since 1940.)

WILLIAM HALCOT FORD, B.A., M.A.,
Associate Professor of Economics.
(B.A., University of South Carolina; M.A., Ibid., 1928. At Maryville College since 1950.)

JESSIE SLOANE HERON, PH.B., M.A.,
Associate Professor of English.
(Ph.B., College of Wooster; M.A., Columbia University, 1924. At Maryville College since 1919.)

DOROTHY DUERSON HORNE, B.MUS., MUS.M.,
Associate Professor of Music.
(B.Mus. [Violin], Bethany College, Kansas; B.Mus. [Piano], Mississippi Woman's College, 1936; Mus.M., [Violin], American Conservatory of Music, 1936; Mus.M. [Theory], Eastman School of Music, 1942. At Maryville College since 1936.)

ARCHIBALD FRANKLIN PIEPER, B.A., LL.B.,
Associate Professor of Political Science.
(B.A., Maryville College; LL.B., University of Texas, 1939. At Maryville College 1939-1943 and since 1946.)

EDGAR ROY WALKER, B.A., M.A.,
Associate Professor of Mathematics and Physics.
(B.A., Maryville College; M.A., University of Tennessee, 1930. At Maryville College since 1969.)

MARGARET CATHARINE WILKINSON, B.A., M.A.,
Associate Professor of French.
(B.A., Maryville College; M.A., Columbia University, 1925; La Sorbonne, Paris, 1930. At Maryville College since 1919.)

CAROLYN LOUISE BLAIR, B.A., M.A.,
Assistant Professor of English.
(B.A., Alabama College; M.A., University of Tennessee, 1948. At Maryville College since 1948.)

BONNIE HUDSON BROWN, B.A., M.A.,
Assistant Professor of Biology.
(B.A., Maryville College; M.A., University of Tennessee, 1930. At Maryville College since 1929.)

ARTHUR STORY BUSHING, B.A., M.A.,
Assistant Professor of English.
(B.A., Maryville College; M.A., University of Tennessee, 1948. At Maryville College since 1947.)

PAUL JOEL COOPER, B.A., M.A.,
Assistant Professor of French.
(B.A., Maryville College; M.A., Columbia University, 1945. At Maryville College since 1948.)

MARGARET MCCLURE CUMMINGS, B.A., M.R.E.,
Assistant Professor of Bible and Religious Education.
(B.A., Westminster College [Pennsylvania]; M.R.E., Biblical Seminary in New York, 1938. At Maryville College since 1940.)

DAVID LEROY ENGELHARDT, B.A., B.D., ED.M.,
Assistant Professor of Bible and Religious Education.
(B.A., Pennsylvania State College; B.D., Princeton Theological Seminary, 1945; Ed.M., University of Pittsburgh, 1947. At Maryville College since 1947.)

HARRY HAROLD HARTER, B.A., MUS.M.,
Assistant Professor of Music.
(B.A., San Jose State College; Mus.M., University of Nebraska, 1947. At Maryville College since 1947.)

*ELIZABETH HOPE JACKSON, B.A., M.A.,
Assistant Professor of English.
(B.A., Smith College. Editorial Staff, Webster's New International Dictionary, 1930-1935; M.A., University of Michigan, 1940. At Maryville College since 1935.)

JESSIE KATHERINE JOHNSON, B.A., M.A.,
Assistant Professor of English.
(B.A., Maryville College; M.A., Columbia University, 1930. At Maryville College since 1932.)

KENNETH PETRIE JOHNSON, B.S., ED.M.,
Assistant Professor of Physical Education.
(B.S., Cortland State Teachers College; Ed.M., St. Lawrence University, 1947. At Maryville College since 1947.)

JOHN HERBERT KIGER, B.A., M.A.,
Assistant Professor of History.
(B.A., Maryville College; Lane Theological Seminary, 1919-1921; M.A., University of Cincinnati, 1920; M.A., Ohio State University, 1924. At Maryville College since 1924.)

THELMA HALL KRAMER, B.S., M.S.,
Assistant Professor of Education.
(B.S., University of Tennessee; M.S., ibid., 1948. At Maryville College since 1946.)

KATHRYN WORLEY MARTIN, B.A., M.A.,
Assistant Professor of Spanish and French.
(B.A., Vanderbilt University; M.A., ibid., 1943. At Maryville College since 1950.)

*STANLEY WARREN PHILLIPS, B.A., M.A.,
Assistant Professor of Economics.
(B.A., Maryville College; M.A., Louisiana State University, 1940. At Maryville College since 1946.)

EVELYN NORTON QUEENER,
Assistant Professor of Physical Education for Women.
(Graduate of Savage School of Physical Education [New York]. At Maryville College since 1925.)

HARVEY SAMUEL REBER, B.A.,
Assistant Professor of German.
(B.A., Lafayette College; Graduate study at University of Pennsylvania and Yale University. At Maryville College since 1946.)

GENEVA CYRIL ROBERTSON, B.S., M.S.,
Assistant Professor of Home Economics.
(B.S., Union University; M.S., University of Tennessee, 1941. At Maryville College since 1947.)

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*On leave of absence, for advanced study.

JAMES HOWARD SCHWAM, B.S., M.A.,
Assistant Professor of Spanish.
(B.S., Memphis State College; M.A., George Peabody College for Teachers, 1946. At Maryville College since 1947.)

ARDA SUSAN WALKER, B.A., M.A.,
Assistant Professor of Economics.
(B.A., Maryville College; M.A., University of Tennessee, 1941. At Maryville College since 1948.)

ARTHUR DAVID AINSWORTH, B.A., M.A.,
Instructor in Political Science.
(B.A., New York State College for Teachers; M.A., Cornell University, 1948. At Maryville College since 1948.)

BERNICE CATHCART BLAIR, B.A., MUS.M.,
Instructor in Music.
(B.A., Maryville College; Mus.M., American Conservatory of Music, 1947. At Maryville College since 1948.)

KATHLEEN CRAVEN, B.A., M.A.,
Instructor in Drama and Speech.
(B.A., Greensboro College; M.A., Columbia University, 1950. At Maryville College since 1950.)

EMMA KATHERINE CREWS, B.A., M.A.,
Instructor in Music.
(B.A., Maryville College; M.A., Eastman School of Music, 1950. At Maryville College since 1950.)

MALCOLM J. DASHIELL, B.F.A.,
Instructor in Art.
(B.F.A., John Herron Art School; Academy Julian, Paris, 1948-1949. At Maryville College since 1950.)

ALICE ARCHIBALD EADDY, B.MUS.,
Instructor in Music.
(B.Mus., Oberlin Conservatory of Music. At Maryville College since 1947.)

EVELYN GRACE GUSS, B.A., M.A.,
Instructor in Greek and Latin.
(B.A., Gettysburg College; M.A., University of Pittsburgh, 1950. At Maryville College since 1950.)

FLORENCE E. HARTER, B.S.,
Instructor in Home Economics.
(B.S., University of Nebraska.)

MILDRED WHITLOW HUGHES, B.A.,
Instructor in Drama and Speech.
(B.A., Murray State Teachers College.)

WILLIAM CURTIS HUGHES, B.M.ED.,
Instructor in Music.
(B.M.Ed., Murray State Teachers College. At Maryville College since 1945.)

CHARLOTTE BUEL JOHNSON, B.A.,
Instructor in Art.
(B.A., Barnard College. At Maryville College since 1948.)

ETTA CULBERTSON KENNEDY, B.A., M.A.,
Instructor in English.
(B.A., Maryville College; M.A., University of Tennessee, 1949.)

PAUL COOK KOLTER, B.A., M.S.,
Instructor in Biology.
(B.A., Maryville College; M.S., University of Tennessee, 1950. At Maryville College since 1950.)

*EDITH MERLE LARGEN, B.S.,
Instructor in Physical Education.
(B.S., Maryville College. At Maryville College since 1949.)

BETTY JO CLEMENS LAW, B.S.,
Instructor in Physical Education.
(B.S., Maryville College. At Maryville College since 1950.)

MARVIN DOWNER MINEAR, B.A.,
Instructor in Economics.
(B.A., Maryville College.)

THELMA NELSON, B.MUS.,
Instructor in Music.
(B.Mus., College of Wooster. At Maryville College since 1947.)

KENNETH LEE PAXTON, B.S.,
Instructor in Science and Mathematics.
(B.S., Maryville College. At Maryville College since 1948.)

MARY GLADYS PIEPER, B.A.,
Instructor in Sociology.
(B.A., Maryville College; Member of the Tennessee Bar. At Maryville College since 1946.)

INGEBORG MARGARET RODEMANN, B.S., M.S.,
Instructor in German and Education.
(B.S., University of Tennessee; M.S., ibid., 1945. At Maryville College since 1948.)

LUCILE GILLESPIE STEPP, B.S.,
Instructor in Home Economics.
(B.S., Maryville College. At Maryville College since 1949.)

DOROTHY HELEN VAWTER, B.A.,
Instructor in Music.
(B.A., Maryville College. At Maryville College since 1948.)

OTHER OFFICERS

ERNEST CHALMERS BROWN,
Engineer.
(At Maryville College since 1910.)

AFTON K. CHAMBERLAIN,
Assistant in the Student-Help Office.
(At Maryville College since 1949.)

ANNA ORR CURRIE,
Assistant to the Head of Baldwin Hall.
(At Maryville College since 1950.)

EVELYN IRENE DAVIES,
Assistant in the Treasurer's Office.
(At Maryville College since 1948.)

*On leave of absence, for advanced study.

MARGARET MORONEY DAVIS,
Assistant in the Personnel Office.
(At Maryville College since 1950.)

HELEN AUGUSTA DISBROW, B.A.,
Editorial Supervisor of Special Studies.
(At Maryville College since 1950.)

ANNE S. FORDHAM,
Head of McLain Memorial Hall.
(At Maryville College since 1950.)

ALICE GAYLE GOSS,
Assistant in the Treasurer's Office.
(At Maryville College since 1948.)

MARTHA RUTH GRIERSON, B.A., B.A.L.S., M.S.,
Librarian.
(B.A., Alma College; B.A.L.S., University of Michigan, 1934; M.S., Columbia University, 1946. At Maryville College since 1940.)

FRED ALBERT GRIFFITTS, B.A., M.S., PH.D.,
Manager of the Book Store.

ELIZABETH BENEDICT HALL,
Matron of Ralph Max Lamar Memorial Hospital.
(At Maryville College since 1926.)

THELMA HALL, R.N.,
Nurse, Ralph Max Lamar Memorial Hospital.

MARGARET PHYLLIS HENNEMUTH, B.A.,
Assistant in the Student-Help Office.
(B.A., Maryville College. At Maryville College since 1950.)

CLEMMIE JANE HENRY, LL.D.,
Special Assistant to the President.
(At Maryville College since 1918.)

NANCY BOULDEN HUNTER, B.A.,
Secretary to the President.
(B.A., Cornell University. At Maryville College since 1936.)

ROBERT THOMAS HUTSELL,
Assistant in the Maintenance Department.
(At Maryville College since 1934.)

RALPH WALLACE IRWIN,
Night Watchman.
(At Maryville College since 1917.)

DORIS BAUMANN JOHNSON, B.MUS.,
Supervisor of Printing Department.
(B.Mus., Syracuse University. At Maryville College since 1947.)

KATHRYN COOK KOLTER,
Housemother of Carnegie Hall, and Assistant in the Maintenance Department.
(At Maryville College since 1948.)

MARGARET JONES LEMASTER,
Head of Pearsons Hall.
(At Maryville College since 1947.)

VIOLA MAE LIGHTFOOT, B.A.,
Assistant to the Dean of Students.
(B.A., Maryville College. At Maryville College since 1934.)

CARMEN PARK MARQUIS, B.A.,
Director of the Student Center.
(B.A., Maryville College. At Maryville College since 1948.)

EDITH FRANCES MASSEY, B.A.,
Dean of Women.
(B.A., Maryville College. At Maryville College since 1947.)

JESSIE ELEANOR MCCORKLE,
Assistant in the Treasurer's Office.
(At Maryville College since 1929.)

CALLIE COX MCCURRY,
Assistant in the Treasurer's Office.
(At Maryville College since 1929.)

EULIE ERSKINE MCCURRY, B.A., M.S.,
Supervisor of Men's Residence and Proctor of Carnegie Hall.
(B.A., Maryville College; M.S., University of Tennessee, 1937. At Maryville College since 1920.)

MARY MILES, B.A.,
Assistant in the Library.
(B.A., Maryville College. At Maryville College 1940-1941 and since 1948.)

MARVIN DOWNER MINEAR, B.A.,
Assistant in the Treasurer's Office.
(B.A., Maryville College. At Maryville College since 1942.)

JOHN WALTER MORTON,
Assistant in the Maintenance Department.
(At Maryville College since 1932.)

ANNE GATES PAXTON, B.A.,
Assistant in the Library.
(B.A., Maryville College. At Maryville College since 1950.)

MARGARET SHOFNER REEVES,
Assistant to the Head of Pearsons Hall.
(At Maryville College since 1950.)

ELLA MAE THOMPSON, B.A.,
Assistant in the Library.
(B.A., Maryville College. At Maryville College since 1950.)

MARGARET SUZANNA WARE,
Dietitian and Manager of the Dining Hall.
(Graduate of Asheville Normal School; New York University, 1930. At Maryville College since 1934.)

THELMA PFAFF WILLIAMS,
Manager of the College Maid Shop.
(At Maryville College since 1942.)

LILLIAN HARDIN WONDER,
Head of Baldwin Hall.
(At Maryville College since 1949.)

CELIA ROUGH WRINKLE,
Assistant to the Treasurer.
(At Maryville College since 1915.)

VISITING SPEAKERS

At Services in the Chapel and at the Faculty Club

April 1, 1950 to April 1, 1951

REV. DR. B. B. LAVENDER,
Pastor of the Shannondale Presbyterian Church, Knoxville.

REV. DR. WILLIAM H. CROTHERS,
Maryville.

REV. DR. WILLIAM BARROW PUGH, Philadelphia, Pa.; Stated Clerk of the General Assembly, Presbyterian Church in the U. S. A.

REV. DR. THOMAS A. GRAHAM,
Pastor of the New Providence Presbyterian Church, Maryville.

REV. RICHARD HAMILTON BAIRD,
San Francisco; Secretary, Presbyterian Board of Foreign Missions.

REV. DR. HARRISON RAY ANDERSON,
Pastor of the Fourth Presbyterian Church, Chicago, Illinois.

REV. WILSON H. YOST,
Pastor of the Fourth Presbyterian Church, Knoxville.

REV. WALLACE C. MERWIN,
Presbyterian Missionary, China.

REV. DR. GEORGE E. DAVIES,
Maryville.

REV. DR. A. E. DALLAS,
Pastor of the Fifth Avenue Presbyterian Church, Knoxville.

REV. DR. JOSEPH A. VANCE,
Pastor Emeritus, First Presbyterian Church, Detroit, Michigan.

PRESIDENT JOHN A. MACKAY,
Princeton Theological Seminary, Princeton, New Jersey.

REV. DR. RUDOLPH G. SCHULZ,
Pastor of St. John's Lutheran Church, Knoxville.

MRS. W. VERNE BUCHANAN, New Philadelphia, Ohio; President, Presbyterian National Council of Women's Organizations.

REV. DR. GEORGE J. CRESWELL,
Pastor of the Second Methodist Church, Knoxville.

MISS MILDRED DOYLE,
Superintendent of Knox County Schools, Knoxville.

REV. DR. PAUL E. DAVIES,
Professor, McCormick Theological Seminary, Chicago, Illinois.

REV. DR. J. B. BERNARDIN,
Rector of St. Andrew's Episcopal Church, Maryville.

REV. MARK MOORE,
Pastor of the Broadway Methodist Church, Maryville.

REV. DR. SAM H. FRANKLIN, JR.,
Presbyterian Missionary, Japan.

REV. ROBERT L. THOMAS,
Pastor of the First Presbyterian Church, Oak Ridge.

REV. DR. LUTHER E. STEIN (Leader of the February Meetings),
Pastor of the First Presbyterian Church, Oak Park, Illinois.

REV. DR. SIDNEY E. STRINGHAM (Song Leader of the February Meetings),
Pastor of the Cabanne Methodist Church, St. Louis, Missouri.

VICE-PRESIDENT ROBERT D. SWANSON,
McCormick Theological Seminary, Chicago, Illinois.

PRESIDENT LeROY A. MARTIN,
Tennessee Wesleyan College, Athens.

REV. JAMES R. SMITH,
Pastor of the Graystone Presbyterian Church, Knoxville.

MR. DAVID W. PROFFITT,
Maryville; President, National Council of Presbyterian Men.

CHAPLAIN MERRITT O. SLAWSON,
Major, Chaplains Corps, U. S. Air Force.

PRESIDENT C. E. BREHM,
University of Tennessee, Knoxville.

GUEST ARTISTS

UNIVERSITY OF ALABAMA STRING QUARTET
WIKTOR LABUNSKI, Pianist
NORTH TEXAS STATE COLLEGE CHOIR

INTRODUCTORY FACTS

GENERAL

Maryville College, which was established in 1819 by the Synod of Tennessee of the Presbyterian Church in the U.S.A. to which it is still related, is a four-year liberal arts, coeducational institution of higher learning, offering in course the degrees of Bachelor of Arts and Bachelor of Science. The college staff includes approximately 80 faculty and officers. The 1950-1951 enrolment of 850 students included 469 men and 381 women, who came from 35 states and 8 foreign countries. The number of veterans was 88. In religious affiliation approximately 99% of the students were Protestants and 59% Presbyterians.

ACADEMIC STANDING

Maryville College is on the official lists of institutions accredited and approved by the principal national, regional, and state educational bodies, as reported on the inside of the front cover of this Bulletin, thus having a rating of the highest available to liberal arts colleges.

LOCATION AND PLANT

The College is at Maryville, Tennessee, sixteen miles from Knoxville, near one of the two main Tennessee entrances to the Great Smoky Mountains National Park. Maryville, its twin city of Alcoa which is the site of large aluminum plants, and their environs have a population of about twenty-five thousand.

The Maryville College campus of 385 acres, at an elevation of one thousand feet, is one of unusual natural beauty. Approximately one third of this area constitutes the central campus on which are twenty buildings and the athletic fields; one third the College Woods; and one third the college dairy farm.

Buses run between Knoxville and Maryville every half hour until eleven-thirty o'clock at night and from Chattanooga and Atlanta through Maryville at scheduled times. Baggage and freight reach Maryville over the Southern and L & N Railroads but there is no passenger train service beyond Knoxville. The American, Delta, and Capital Airlines have daily planes to the Knoxville municipal airport four miles from the Maryville campus.

CURRICULUM

Maryville College offers majors in the following fields: Art, Bible and Religious Education, Biology, Chemistry, Drama and Speech, Economics and Business Administration, Education, English, French, German, Greek, History, Home Economics, Latin, Mathematics, Music, Philosophy, Physical Education and Health, Physics, Political Science, Psychology, Sociology, and Spanish. Foundation courses are offered for those planning to prepare for the professions of Medicine, Engineering, Law, the Ministry, and the like.

FOR VETERANS

Maryville College is approved by the Veterans Administration for the training of veterans under Public Laws 16 and 346. Veterans who are not high school graduates may be admitted upon the basis of satisfactory scores made on the General Education Development Tests. Credit may be allowed for basic military training and for training in certain military service schools, in accordance with recommendations of the American Council on Education. Veterans are asked to write for further details.

EXPENSES

The expenses to the student, in accordance with the established policy of the institution, are very low. Students rooming in the dormitories pay to the College approximately $620 a year and those living in their own homes in the community pay approximately $250, exclusive of books. Maryville's special student-help program, in which many students participate, includes remunerative employment, loans, and a few designated scholarship grants. Many students earn part of the money necessary for their expenses although it is seldom possible for one to "earn all of his way"; the College does not offer general scholarship grants to prospective students. (See Page 24.)

ROOMS AND BOARD

All students not residing at home while attending the College are required to room in the dormitories and board in the college dining hall, except by special permission granted only in unusual circumstances. The present unusual demand for enrolment has made it necessary to allow a considerable number of men to room off the campus. In such cases the annual expenses are increased by approximately $50. As a rule, these students are required to board at the college dining hall. Although the College assumes no direct responsibility for off-campus rooms, it nevertheless lends all possible assistance to students in making satisfactory rooming arrangements.

CHAPEL AND CHURCH SERVICES

A Vesper Service is conducted each Sunday evening during the college year. Students and faculty attend Sunday School and Sunday morning worship services in the various churches of the town. Chapel services are held each week-day morning except Monday, conducted by members of the faculty in turn, except that on each Thursday there is a sermon by some minister. Attendance both on Sundays and on week-days is required.

EXTRA-CURRICULAR ACTIVITIES

These include a wide variety of opportunities for participation in athletics, musical organizations, forensics, dramatics, religious groups, student publications, literary and social societies, and the other activities found at a long established college of Maryville's size and type. Men's and women's student organizations, coordinated through a

Student Council, offer abundant opportunities for participation in the planning and supervision of many campus activities. There is an intra-mural sports program in which all students are encouraged to participate. An extensive program of intercollegiate athletics is conducted.

THE LIBRARY

The Maryville College Library, known as the Lamar Memorial Library, is one of the largest college libraries in Tennessee. The library is housed in attractive and commodious quarters in Thaw Hall, and is open for twelve hours every day from Monday to Saturday. About five thousand dollars is expended annually for books and periodicals. The number of books now on the shelves is approximately fifty-four thousand. Through the generosity of Mrs. Mary Copley Thaw and many donors of various articles, the College has an interesting museum located in one section of the library quarters.

COLLEGE STATION POST OFFICE

A branch of the United States post office at Maryville is located on the campus. All the usual post-office conveniences are furnished. Mail is delivered to the dormitories and offices. Students should have their mail addressed, College Station, Maryville, Tennessee, adding the name of the dormitory in which they room, and their room number.

TEXT-BOOK RENTAL

James R. Hills Library.—In 1888, Miss Sarah B. Hills, of New York, contributed a fund for the establishment of a loan library, in order that students unable to purchase the necessary text-books might have the privilege of renting them at a nominal rate of about one fifth of the retail price. By judicious management the income from this fund has grown until now the privileges of this library are open to all students, and all the regular text-books used in the institution may be either rented or purchased. This rental library is administered through the college book store.

HISTORY AND PURPOSE

HISTORY

Maryville College, like most of the older colleges, grew out of the zeal which the pioneers of the American church had for the education of the people and their leaders. It was founded in 1819, when Rev. Isaac Anderson, D.D., gathered a class of young men who were candidates for the ministry. Thus, Maryville is one of the fifty oldest among the seventeen hundred institutions of higher education now in operation in the United States, and is one of the fifteen oldest in the South.

Seventeen years before, in 1802, Isaac Anderson had established, within the bounds of his Grassy Valley congregation, near Knoxville, Tennessee, Union Academy, popularly known as "The Log College." In 1812, he removed to Maryville and took charge of the New Providence Presbyterian Church, of which institution he remained pastor until his death forty-five years later. Here he continued also his educational work, serving local academies as teacher and director. However, he came to feel that more should be done toward providing an educated ministry for the Southwest, and encouraged by others like-minded with himself and under authority of the Presbyterian Synod of Tennessee, in 1819, he established the Southern and Western Theological Seminary, whose charter in 1842 changed the name to Maryville College; Dr. Anderson served as president and professor for thirty-eight years.

The founder's noble motive may be stated in his own words: "Let the Directors and Managers of this Sacred Institution Propose the Glory of God and the Advancement of that Kingdom Purchased by the Blood of His Only Begotten Son as their Sole Object." The sacrificial labors of Dr. Anderson and those who became his associates were fruitful and the institution made substantial progress. Although during the ensuing forty-two years the enrolment only once exceeded one hundred, and the endowment, gathered by littles through all these years, was but sixteen thousand dollars, yet one hundred and fifty-nine men were put into the ministry, and the founder's oft-repeated desire "to do good on the largest possible scale" was increasingly realized. Rev. John J. Robinson, D.D., served as president for four years from the death of Dr. Anderson until 1861.

Then came the Civil War, which closed the institution for five years and left it little except its good name and history.

But in 1866, Maryville College was reopened by the efforts of Professor Thomas Jefferson Lamar, of the pre-war faculty, and by action of the Synod of Tennessee. Rev. P. Mason Bartlett, D.D., was called to be the third president. Friends were found in the North, a sum of sixty-five thousand dollars was secured, the institution was

saved from extinction, a new campus site was purchased, the first three of the present buildings were erected, and a new era began.

When the doors were reopened in 1866, there were thirteen students; in ten years the number was one hundred and fifty; and in twenty years almost three hundred. This growth made the securing of an endowment imperative, and earnest efforts toward this end were rewarded in 1883 when a few friends, among whom were William Thaw, William E. Dodge, Preserved Smith, and Dr. Sylvester Willard, contributed one hundred thousand dollars. The next substantial advance came through a magnificent gift by Daniel Fayerweather, who in 1891 placed the College in his will for an amount which ultimately totaled two hundred and twenty-four thousand dollars. Rev. Samuel Ward Boardman, D.D., served as president from 1889 until 1901; in the latter year Rev. Samuel Tyndale Wilson, D.D., became the fifth president. Dr. Wilson had graduated from Maryville College in 1878, had become a professor in 1884, and also the dean and registrar in 1891.

During the twenty-nine years of Dr. Wilson's presidency came the greatest progress yet achieved by the College. The enrolment grew from 389 students, 83 of college grade and 306 of preparatory grade, in 1901, to 760 students, all of college grade, in 1930; the number of buildings was doubled from ten to twenty; the financial assets were increased from a quarter of a million dollars to two and a half million dollars (two thirds invested in endowment and one third in buildings, grounds, and equipment); a strong Home Economics Department was established by an anonymous friend; a special endowment of one hundred and fifty thousand dollars made it possible to enlarge the Bible Training Department into the Department of Bible and Religious Education; the Student-Help Department was organized and developed into one of the institution's most distinctive instruments. The raising and stabilizing of scholastic standards went steadily forward.

To meet the needs of the times and territory, Maryville for one hundred and five years conducted both college and preparatory departments; but the latter was finally made unnecessary by development of the public high-school system, and it was closed in 1925 to make room for the rapidly expanding college. In 1922, Maryville became a member of the Southern Association of Colleges and Secondary Schools, the regional accrediting agency. In 1932, it was placed upon the approved list of the Association of American Universities. Maryville was one of the first colleges in the South to admit women students, and in 1875 conferred what was probably the first B.A. degree received by a woman in Tennessee. The present student body is about evenly divided between men and women.

In 1930, Dr. Wilson became President Emeritus and Rev. Ralph Waldo Lloyd, D.D., of the Class of 1915, was called to be his successor.

The strength and influence of the College have continued to grow. The average enrolment during the five years since World War II has been 908. The average enrolment during the ten prewar years

was 816. The College has held to the policy of limited size with the limits set at approximately eight hundred before the war and nine hundred since the war. The permanent assets of the College now stand at approximately four and three fourths million dollars, with two and one fourth million invested in endowment and two and a half million invested in buildings, grounds, and equipment.

During the life of the College, six hundred and twenty-three of the graduates, including those of the Class of 1950, and many other former students have entered the Christian ministry. One hundred and eighty-one alumni and undergraduates have gone as missionaries to Japan, Korea, China, the Philippines, Thailand, Malaysia, India, Iran, Syria, Portugal, Africa, Egypt, Colombia, Venezuela, Brazil, Bolivia, Chile, Mexico, Guatemala, Costa Rica, Cuba and Puerto Rico. Many others are serving in home missions and in education.

At the request of the Directors of Maryville College, President Wilson in 1916 gathered into a volume entitled *A Century of Maryville College—A Story of Altruism*, the romantic story of the institution from its inception to its centennial, and in 1935 republished this volume with an addition of six new chapters under the title, *A Century of Maryville College and Second Century Beginnings—A Story of Altruism.* The College will mail the book, postpaid, upon receipt of $1.50 the copy.

PURPOSE

Maryville is a coeducational, liberal arts college, not a university or professional school. Its primary purpose is to provide a broad education under conditions which develop Christian character and belief, and at rates which make it possible for young people of limited means as well as those of abundant means to secure a college education. Three historic and distinctive major policies of Maryville College are: (1) high scholarship standards; (2) low expense rates to students; (3) positive Christian emphasis and program. The only teachers and officers appointed are those who give clear evidence that they possess a genuine Christian faith and life program and are actively related to an evangelical church. The management of Maryville College realizes that the degree to which an institution is in fact scholarly or Christian is determined by the purposes, ability, belief, character, and activity of its faculty and other staff, rather than by its announcements or its church relationship.

EXPENSES TO THE STUDENT

ITEMIZED EXPENSES FOR EACH SEMESTER

ALL STUDENTS PAY:

Tuition	$120.00
(This sum includes library and basic laboratory fees—see below for further information about laboratory fees.)	
Student Activities*	6.00
Advance deposit (refundable at close of the Second Semester—see explanation on next page under "Advance Deposit Required") made once only each year	10.00
Text-books (most books are rented), average about	10.00

DORMITORY STUDENTS PAY IN ADDITION TO ABOVE:

Room (depending on room occupied)	$40.00 to $50.00
Board (including State Sales Tax)	133.00

OTHER EXPENSES, PAID WHEN APPLICABLE:

Practice teaching	$ 10.00
Laboratory (for each science course above one, taken in any semester by juniors and seniors)	6.00
Hospital and surgical insurance (for nine-month college year)	9.00
Gymnasium uniforms for women	4.00
Gymnasium uniforms for men	1.00
Graduation (payable at beginning of last semester before graduation)	6.00
Late registration (payable by those who do not complete registration in accordance with the regularly announced registration schedule)	2.50
Late payment (payable by those paying semester bills later than the first Friday of the semester)	5.00

APPROXIMATE TOTAL OF COLLEGE BILLS FOR EACH SEMESTER:

For the student living on the campus	$309.00
For the student rooming off campus and boarding on campus (in addition to off-campus rent)	259.00
For the student not rooming or boarding on the campus	126.00

* The student activities fee entitles students to the use of the athletic equipment, admission to all regular athletic and forensic contests in Maryville, admission to the Artists' Series, one subscription to the **Highland Echo,** the use of the Student Center, and the use of the Y. M. C. A. or Y. W. C. A. rooms and equipment; payment of this fee does not constitute active membership in the Y. M. C. A. or Y. W. C. A.

INDIVIDUAL LESSONS IN FINE ARTS PER SEMESTER

Music (instrumental or vocal), one half-hour individual lesson a week	$ 25.00
Two half-hour lessons a week in same field	40.00
Music—for children under college age	
One half-hour individual lesson a week	15.00
One half-hour individual lesson a week with student teacher	10.00
Harmony, one class a week	5.00
Classes for pre-school children	5.00
Art Studio Courses for non-college students	10.00
Piano and Practice Room Rentals	
For piano students: one hour a day	5.00
two hours a day	8.00
For voice students: one hour a day	4.00
two hours a day	6.00
For instrument students: one hour a day	3.00
two hours a day	5.00
Organ Rental (one hour a day)	10.00
Music 348 (rental of room and instrument)	3.00

ADVANCE DEPOSIT REQUIRED

Of New Students: $10. An applicant is not assured of admission until (1) all of his credentials are received and approved and (2) this $10 deposit is received and accepted, provided (3) both credentials and deposit are accepted before enrolment is full.

Of Old Students: $10. Unless this deposit is paid to the College before the last day of the current semester, a student is not assured of a place in the classes of the next semester for which he may have enrolled at the time of the advance registration.

In the case of both old and new students, the required advance deposit of $10.00 reserves a place in classes, a place in the dining hall, and a room in a dormitory as long as such places are available. Rooms and dining hall places cannot be reserved until this deposit is received and will not be held beyond twelve o'clock noon of the first day of classes in the semester unless the full room rent has been paid. The $10 deposit is held by the College until the close of the Second Semester, when it is refundable with such deductions as are necessary. This deposit covers laboratory breakage, key deposit, and any other miscellaneous items for which special payment may be due from the individual student. If an accepted applicant withdraws his application for admission or readmission no refund of this deposit will be made.

TERMS OF PAYMENT

Maryville College's unique combination of highly accredited academic work and low expenses to students, supplemented by an ex-

tensive self-help program, is maintained on a plan of maximum advantage to the student and systematic business practice.

The expenses itemized or referred to on the preceding pages are payable at the College Treasurer's office at the beginning of each semester or term. *All bills must be paid in advance, or in instalment payments in the form of loans arranged for in advance. Application blanks for loans will be provided upon request to both old and new students.* Arrangements for such loans are made through the office of the Director of Student-Help. (See "Self-Help," page 24.) Until the required advance payments or arrangements have been made, no one can become a member of any class. Credits will not be given or diplomas of graduation issued until all due accounts with the College have been settled satisfactorily. In view of the very low rates, no deduction will be made for absence at the beginning or at the end of any semester or term; refunds on room and board are made under specified conditions, but no other refunds are made except in very special cases.

The preceding itemized schedules give the rates for each semester. The rates in the itemized schedule do not include room rent or board for the Christmas or other vacation periods, and no accommodations are provided and no responsibility for students is assumed during those periods.

Allowance must be made, also, for one's personal expenses, in addition to the bills payable to the College. This allowance will vary, but with careful management should be less than one hundred dollars for the year.

Group hospital and surgical insurance is available at a cost of $9.00 for the nine months of the college year. The policy provides daily hospital benefits and surgeon's fees according to a specified schedule. Travel from home to college may be covered if the premium is mailed to the Treasurer's Office in advance. For further information about this policy, write the Treasurer's Office, Maryville College.

THE DINING HALL

No other agency has been of greater service in enabling the College to keep the expense to its students at a minimum than has the dining hall. The price of board is based upon the cost of food and service, plus the cost to the College for the maintenance of the dining hall's quarters. All students not residing at home are required to room and board on the campus, except by special permission granted only in unusual circumstances; all students rooming on the campus are required to board on the campus.

ROOMS IN THE DORMITORIES

All dormitory rooms contain wardrobes, single beds and mattresses, tables with built-in bookcases, chairs, and dressers or chiffoniers. The student will provide bedding, including pillows, and any other necessity not here specified. Two students occupy one room. When rooms

are available, a student may room alone by paying one and one-half times the usual rental.

No separate room-deposit fee is required. The advance payment of $10, required of both old and new students, includes a room-reservation fee under the conditions named in "Advance Deposit Required." Rooms are reserved for accepted students in the order of payment of the advance deposits; however, the Head of the dormitory may make reassignments of particular rooms at any time it seems advisable.

PART-TIME STUDENTS

Students in the College usually take fifteen or sixteen credit hours a week (see page 33). There are occasional students who for various reasons carry a smaller number of courses. In such cases the tuition charge is $10 a credit hour for a student taking fewer than twelve hours. These charges do not pertain in any way to private lessons in the Fine Arts. Students living in the dormitories and eating in the dining hall must meet the requirements outlined elsewhere concerning the number of hours taken, and pay the full charges for room rent and board regardless of the number of hours taken. Persons who are not enrolled as students in the College may attend classes as auditors by paying a nominal fee of $10 per course per semester.

SELF-HELP

Maryville College maintains a special student-help program as a practical part of the institution's historic policies, because there are many young men and young women who possess the qualifications (capacity, ambition, preparation, character) for a successful college career but lack adequate financial resources. This assistance is of two types: (1) short-term loans, usually repaid in monthly payments, for which application blanks may be obtained on request; (2) an opportunity for employment in the dining hall, on the grounds, in janitor positions, in the College Maid Shop, and as typists and other assistants in offices, laboratories, and libraries. Rates of pay for such work are determined in part by the low rates which the College asks students to pay for College bills, and vary according to experience, skill, and responsibility involved. Acceptance from the College of any form of financial assistance (work, loans or instalment payments, scholarship grants) involves special obligation for diligence, loyalty, and faithful discharge of duty. The opportunity to earn at the College, at the place and time of the student's needs, and at the convenience of his college schedule, is in fact a favor granted to the student by the College, even though the student employed renders satisfactory and valuable service. To continue to receive assistance requires satisfactory grades, attitude, and performance.

All applications must be made to Director of Student-Help, Maryville College, Maryville, Tennessee. A bulletin entitled "The Student-Help Program of Maryville College" will be sent on request.

REQUIREMENTS FOR ADMISSION

ADMISSION TO THE FRESHMAN CLASS

Application for Admission.—Preliminary application must be made on the blank provided by the College for that purpose, a copy of which will be found inside the back cover of this catalog. Freshmen may be admitted at the beginning of either semester, but application should be made well in advance, to allow sufficient time for the receipt and approval of the required credentials, and to permit acceptance before the quota for the semester has been filled. Upon receiving the preliminary application the College will send the complete application form and full instructions for the further steps necessary before acceptance.

Required Credentials.—In acknowledging each preliminary application the College sends not only the complete application form but certain other forms which the applicant must have returned to the College before final consideration of the application. These are "Information from Parent or Guardian," "Physician's Certificate," and two copies of "Information from Reference." The College also requests from the high school principal a certificate of the applicant's high school record. No applicant is accepted until all of these credentials have been received and approved by the faculty Committee on Entrance.

Methods of Admission.—The normal method of admission is upon certificate from the high school last attended. Graduates of accredited, four-year high schools, whose credentials are satisfactory and who rank in the upper two thirds of their respective graduating classes, may be admitted without examination, upon certificate from the high school principal showing fifteen or more units distributed as shown in the following section. In unusual cases, applicants whose credentials are otherwise satisfactory, but whose academic records show certain scholastic deficiencies, may be admitted upon satisfactory performance in written entrance examinations. A fee of five dollars is charged for such examinations.

Distribution of Entrance Units.—The fifteen units of high school work required for admission must conform to the distribution shown in the following tables. Lists of Electives A and B indicate the maximum number of units that may be presented in each subject. A unit is the equivalent of five forty-five-minute periods a week for thirty-six weeks in subjects above the elementary school level.

Required

English	3 units
Mathematics (Algebra 2, or Algebra 1, Plane Geometry 1)	2 units
Electives A	6 units
Electives A or B	4 units
Total required	15 units

Electives A

	Maximum Units
Additional English	1
Additional Mathematics	2
Foreign Language	6
History and Social Science	4
Science	4
Bible	1
Theory of Music	1

Electives B

	Maximum Units
Agricultural	2
Commercial Subjects (Stenography, Typing, Business Arithmetic, etc.)	3
Home Economics	3
Manual Training	2
Mechanical Drawing	1
Applied Arts (Art, Drama, Music, Public Speaking, etc.)	2

It is desirable that at least two units of some foreign language be presented. No credit will be allowed for less than two units of any one foreign language.

ADMISSION FROM OTHER COLLEGES

Basis of Admission.—Students whose credentials are satisfactory are admitted by transfer from other colleges, on the basis of entrance credits meeting the requirements of this College for admission to the freshman class, and a scholarship record averaging C or better over all college work previously undertaken. Advanced standing is granted on a tentative basis, subject to an acceptable scholarship record at this College. Credit is allowed only for recognized liberal arts subjects. Students transferring from non-accredited institutions may be accepted under probationary conditions.

Required Credentials.—Those who desire admission by transfer must make formal application and submit the credentials described in previous paragraphs for admission to the freshman class. In addition, each applicant must have sent to this College by the registrar of the college previously attended a transcript of credits, including entrance units, and a statement of honorable dismissal.

Other Requirements.—Transfer students are required to complete at least two semesters of residence work and twelve semester hours of their major courses at Maryville College to be eligible for graduation. Graduates of accredited junior colleges are normally admitted to the junior class, but must complete at least sixty semester hours at this College before graduation. In computing scholarship averages for graduation, grade points on transferred work are assigned on a basis not higher than the average grade at Maryville College. Credit is not allowed for correspondence work.

ADMISSION AS SPECIAL STUDENT

When justified by unusual circumstances, an applicant over twenty-one years of age, who has not completed fifteen acceptable units of

high school work, but who is able to demonstrate his fitness to do college work, may be admitted to college classes as a special student, not a candidate for the degree, for work for which he is qualified. In case a special student decides to become a candidate for the degree, he must satisfy the entrance requirements in full within two years from the time of his admission. No person is admitted as a special student who can meet the requirements for admission as a regular student.

ADMISSION TO SPECIAL WORK IN THE DIVISION OF FINE ARTS

Students in any of the regular classes may take applied work in Music, Speech, or Art, in connection with the regular curriculum subjects, within the limits of the regulation governing required and permitted hours. Out-of-town students are required to pursue courses of study leading to the bachelor's degree. If, therefore, they are taking non-credit work in the Fine Arts, they are required to take also a sufficient number of credit courses to provide a normal schedule.

REGULATIONS

Applicants are responsible for securing information about Maryville College regulations. A booklet entitled "Standards and Requirements" is sent when acknowledging each application, or otherwise when requested. Among the general regulations are the following which may not be found at all colleges: Students are required to take courses in Bible and to attend daily chapel and Sunday services in some church of one of the Christian denominations; students not residing at home while attending the College are required to room and board on the campus, except by special permission granted only in unusual circumstances; use of tobacco on the campus is forbidden; out-of-town students are not permitted to have automobiles while at the College, except in unusual circumstances by special permission obtained before arrival at Maryville.

Application for admission to Maryville College includes the pledging of loyalty to the College and its standards; those who are out of sympathy with the institution's ideals, methods, or rules, or who for any reason do not expect to abide by and support them, are requested not to enroll.

THE MARYVILLE CURRICULUM

A NEW CURRICULUM

The curriculum of a well-established college is an outgrowth of experience and appraisal at that particular college and throughout the whole field of higher education as well. Such is the Maryville curriculum described in this catalog for the College's 133rd year. Its foundations are as old as the institution itself, but its present content and arrangement are new, having been inaugurated at the opening of the college year of 1947-1948. They are based on studies begun before World War II, interrupted by the war program, and resumed in 1945.

ESSENTIAL ELEMENTS

The essential elements in the new Maryville curriculum are: (1) the great fields of knowledge and the disciplines historically belonging to the liberal arts college as the core; (2) strong offerings and requirements in the fields of Bible, religious education, and philosophy as necessary to a full education and as the special contribution of the church college; (3) effective vocational training values in a variety of fields but with provisions for protecting the liberal arts program from excessive intrusion; (4) unity of the student's course of study through extended content and a reduced number of separate courses; (5) opportunity for individualized creative achievement through a plan of Special Studies.

There are new aspects in all these elements, but the last two especially represent new developments at Maryville and are therefore briefly described here.

UNITY OF THE STUDENT'S COURSE

The constant increase in number of three-hour and two-hour courses taken by the American college student under even a modified elective system has resulted in a considerable fragmentation, with many of the courses little related to one another. To provide a larger unity to a student's total course of study, Maryville College has reorganized its program so as to secure more concentration of effort especially in the freshman and sophomore years. Accordingly courses on these levels, i. e., "100" and "200" courses are in four-hour units and a normal load for all freshmen and most sophomores is four courses or sixteen hours of academic credit. In the science fields and mathematics all courses are in four-hour units.

In order that the upperclass student may have more opportunity for a broader experience in his major field and in elective work the "300" courses in all except science and mathematics are in three-hour units. So a normal load for the majority of students on the upper level is five subjects and for students of superior capacity, six subjects.

SPECIAL STUDIES

Perhaps the most important element in the new Maryville curriculum is that contained in the plan of Special Studies. This is a program of individualized study for all students similar to that of Honors Work which was in effect from 1933 to 1948 for a few selected students.

In the second semester of the junior year and the first semester of the senior year each student carries through, under the supervision of a faculty member in the major field, a program of independent study which takes the place of one full subject in his program of work and has a credit value of three semester hours each semester. This program was inaugurated in January, 1948. A student must have completed successfully 75 semester hours before he takes up Special Studies. One who is delayed in beginning it until the first senior semester carries it throughout the senior year. In cases where the student, at the middle of the junior year, has not yet a sufficient background of work in his major field, he will be asked to defer beginning Special Studies until the senior year.

The work may take the form of a coordinated program of reading, or the project may represent investigation or experimentation. The primary aim is to give students the threefold values of (1) the freedom for individual study, (2) the direct benefit of personal faculty guidance, and (3) the practical discipline of the processes and usages of scholarly method and a more intimate and extensive acquaintance with books.

The visible product of this work is a written paper or thesis in which the project is reported and in which the method and form of the formal paper are observed. This report will conform to certain specifications as to format and style which will be set down from time to time.

CURRICULUM BALANCE

This Maryville curriculum aims to keep in balance for a modern liberal arts college the basic liberal studies and a reasonable vocational emphasis; to give an integral place to the Bible and studies in the Christian religion in the face of widespread secularization of education; to counteract the piecemeal tendencies of the elective system; and to encourage individual creative study in a day when mass methods threaten many of the values of higher education.

REQUIREMENTS FOR GRADUATION

The College confers the degree of Bachelor of Arts and the degree of Bachelor of Science. The general cultural requirements for the two degrees are the same. For some of the sequences the designation of a Science degree seems more significant and accordingly the Bachelor of Science degree is given for majors in Home Economics, Elementary Education, Music Education, Physical Education, and Business Administration. Students majoring in Biology, Chemistry, Mathematics, Physics, and Psychology may choose which degree they will take. All other sequences will take the Bachelor of Arts degree.

The requirements for each degree are: (1) the completion of at least 122 semester hours of academic work with a general grade average of C or above for all hours completed; (2) four semester hours of credit in Physical Education and Health; (3) satisfactory performance in a comprehensive examination in the senior year. Since a grade of C earns three grade points for each semester hour, the minimum in this graduation requirement is 122 semester hours and 366 grade points in academic subjects and four semester hours in Physical Education and Health. If more than 122 semester hours in academic subjects are completed, the total number of grade points to be earned is the equivalent of a C average for all hours of academic work completed.

A semester hour is one hour of class work a week during one semester, two hours of laboratory practice being the equivalent of one credit hour. The distribution of the 126 hours, by years and by subjects, is shown in the following tables.

GENERAL REQUIREMENTS FOR THE DEGREES

English, 16 hours. Courses 101-102 or 103-104 and 205, 206.

Foreign Language, 8 or 12 hours. A student who begins a foreign language in college will continue it for 12 semester hours. No credit is given for an amount less than that except that students majoring in Latin may have credit for eight semester hours of Greek.

A student who continues in college a language begun in high school does so on this basis: two successful high-school units will admit him to the second year of that language and his requirement will be eight semester hours. Three or four successful high-school units in one language will admit him to a more advanced course in that language in college but his requirement will still be eight semester hours.

The student is advised to observe carefully the stipulations regarding foreign-language parallels laid down in the statement of the various subject-matter sequences.

Subject-matter fields which do not stipulate foreign language as accompanying their major sequences do specify an alternative requirement of a year of laboratory science or Mathematics in addition to the general requirement and to the related courses in the science-mathematics field.

Science-Mathematics, 8 hours. If the student is definitely planning a science-centered course he will choose his college science with that purpose in mind. If not, then he will be guided by this principle: if his high-school course included physical science and no biological science then he will take Biology in college; if the reverse is true, he will take his choice of a physical science or Mathematics. If his high-school course contained both or neither then he may have free choice. To satisfy this requirement the eight hours must be in one scientific field.

Bible, 10 hours. Course 101 and six additional hours.

History, 8 hours. Courses 101, 102.

Philosophy, 3 hours. Course 311.

Philosophy-Religious Education-Religion, 3 hours. Choice of one course from this group. (See page 77 under Philosophy.)

Introduction to Social Science, 4 hours. Course 207. Required of all except those majoring in some one of the social science fields.

Physical Education and Health, one credit each semester in freshman and sophomore years, total, 4 credits.

Major, 24 to 26 hours of course work as specified by each subject field. In addition, the student is to do 6 semester hours of Special Studies in his major field.

Related Courses as specified in connection with the major subject-field, not to exceed three semester-courses.

REQUIREMENTS BY YEARS FOR THE DEGREES

Freshman Year

FIRST SEMESTER	*Hours*	SECOND SEMESTER	*Hours*
English 101 or 103	4	English 102 or 104	4
Science (Biology, Chemistry, Mathematics or Physics)	4	Science	4
Bible 101 or History 101	4	Elective or Bible or History 101	4
Language or elective	4	Language	4
Physical Education and Health	1	Physical Education and Health	1

Sophomore Year

FIRST SEMESTER	*Hours*	SECOND SEMESTER	*Hours*
English 205	4	English 206	4
Language	4	Bible or elective	4
Introduction to Social Science or History 102	4	Introduction to Social Science or History	4
Elective or Bible	3	Elective	3
Physical Education and Health	1	Physical Education and Health	1

Junior and Senior Years

Bible	3
Philosophy-Religious Education-Religion	3
Philosophy 311	3
Special Studies	6
Major and Related Courses and Electives	

The above tables show that approximately one half of the minimum of 126 hours required for graduation is in courses required of all students. The other half is used for electives and to fulfill the requirements for a major. Students may and frequently do accumulate more than 126 hours of credit, thus increasing the number of elective courses.

The minimum graduation requirements are 122 hours, 366 grade points in academic subjects (which is the equivalent of a C grade average), plus four semester hours in Physical Education and Health, and satisfactory performance in a comprehensive examination in the senior year.

ORGANIZATION OF THE CURRICULUM

The organization of the curriculum for purposes of administration is on the divisional plan; there are six divisions with the various fields of instruction appropriately grouped as follows: (1) Division of Languages and Literature: English, Greek, Latin, French, German, Spanish; (2) Division of Bible, Philosophy, and Education: Bible, Education, Philosophy, Psychology, Religious Education; (3) Division of Science: Biology, Chemistry, Home Economics, Mathematics, Physics; (4) Division of Social Sciences: Economics and Business Administration, History, Political Science, Sociology; (5) Division of Fine Arts: Art, Drama and Speech, Music; (6) Division of Physical Education and Health and Athletics.

Major sequences are offered in twenty-four different subject-matter fields. The specified requirements in each major field are set forth in the section of this catalog in which the courses of instruction are listed and described.

Minor sequences, as such, are not recognized but each major sequence is accompanied by a group of prescribed related courses designed to broaden the student's preparation in subjects allied to his special interest.

The general graduation requirements are intended to secure a representative view of the principal fields of interest and to balance the specialized emphasis of the major field.

MAJOR SUBJECTS

Near the close of the freshman year, the student registers his choice of a major subject. In making this selection he should feel free to consult anyone qualified to give him counsel. He must consult the designated adviser in the field in which he decides to concentrate.

In general a major is twenty-four to twenty-six semester hours in the subject selected plus six hours of Special Studies in that field,

with the addition of such related courses as may be prescribed. Exceptions to this are in Applied Art, Elementary Education, Home Economics, and Music, where the pre-professional requirements make necessary somewhat more extensive programs.

No course with a grade of D, except Special Studies, is to be credited as part of the major sequence.

Students transferring from other colleges are required to complete at least twelve hours of their major subject at Maryville College and to carry through the program of Special Studies.

Students coming to college with fairly clear notions of what they may choose as major subjects may with advantage plan their work to that end from the very beginning. This is particularly true of students looking toward major work in Home Economics and Music. Prospective majors in Home Economics and in Music should begin their work with the freshman year.

Details as to major requirements in the various fields are given on pages 44-87 with special statements appearing at the head of the list of course offerings in each field of instruction in which a major is offered.

COMPREHENSIVE EXAMINATIONS

Comprehensive examinations are given each senior as a part of his required procedure in qualifying for the degree. These examinations deal with subject matter of the student's major field and the prescribed related subjects. The design of these examinations is (1) to encourage and develop retentiveness throughout the student's entire college course, and (2) to test the student's ability to integrate the subject matter of his field of major interest.

A grade-point equivalent is established for each grade level on these examinations, and the student's performance on them is counted as a fixed proportion of his total record. A grade of C carries no grade points; C+ carries 20; B—, 40, B, 60; B+, 80; A—, 100; A, 120. On the other hand, C— deducts 20 grade points; D deducts 40. A grade of F calls for a re-examination at one of the regular times for comprehensive examination. Not more than two re-examinations will be given any student and a passing grade must be attained within two years of the first failure to entitle the student to graduation. The quality average of his course grades and of his comprehensive examination must aggregate a standing of C or above on all hours completed. This total is arrived at by taking the total of grade points on all of his courses together with the grade-point valuation assigned to the grade he made on his comprehensive examinations.

REQUIRED AND PERMITTED HOURS

The normal schedule of studies for all freshmen and sophomores is four subjects or sixteen credit hours a week, and the required work in Physical Education and Health in the first two years. More than this amount is not permitted so long as the student is in the freshman

class. The Committee on Entrance and Standing may restrict any student to a smaller number of hours, if his grades indicate that such restriction is advisable; however, no course may be dropped without the permission of the Dean of Students and the consent of the instructor concerned.

The minimum schedule of studies is twelve credit hours except by special permission of the Committee on Entrance and Standing. The number of hours that may be carried during any semester subsequent to the freshman year will depend upon the student's grades earned during the preceding semester.

If the grade average falls below D, not more than twelve credit hours may be carried; with an average ranging between D and C+, not more than sixteen credit hours may be carried; with an average of C+ to B, eighteen credit hours may be carried; with an average above B, a maximum of twenty credit hours may be carried.

In computing permitted hours, in the case of students carrying the normal load of fifteen or sixteen credit hours, extra activities, such as Debate and private lessons in the Fine Arts, are not considered a part of the total, but the student is limited to two such extra activities. A student permitted under the above scale to carry as many as eighteen credit hours may in addition carry work in Debate or applied work in Fine Arts, but only in one of these in any one semester. However, students taking double work in applied music will count it as a full course and not as an extra.

GRADES AND GRADE POINTS

Grades and grade points are recorded as follows: A, A—, excellent, nine and eight grade points respectively, for each semester hour of the course; B+, B, B—, good, seven, six, and five grade points; C+, and C, satisfactory, four and three grade points; C— and D, passing, two and one grade points; F indicates failure, requiring that the course be taken again before credit can be allowed, and for each hour of work with a grade of F there is a deduction of one grade point; WF indicates the student was allowed to withdraw with failing grade, and for each hour of work with grade of WF there is a deduction of one grade point; WP indicates the student was allowed to withdraw from the course with passing grade, and for grade of WP no grade points are given; I indicates that the course is incomplete because of reasons beyond the student's control; the grade becomes F if the work is not completed within one semester.

A general average of C or above for the total number of semester hours completed, exclusive of the four hours of Physical Education, is required for graduation.

Students who at the end of the first semester of their freshman year have not passed eight credit hours will be asked to consider seriously the advisability of continuing longer in college. If such

students decide to continue in college, they must accept such reduction in schedule and such probationary status as are prescribed by the Committee on Entrance and Standing. During their second semester, freshmen must pass eight credit hours to remain in college, and after two semesters of college work, students must pass twelve credit hours. Failure to pass the amount of work here specified leads to the student's forfeiture of his connection with the College, unless for satisfactory reasons he is reinstated by vote of the Executive Council of the Faculty.

Absences for any cause, totaling 25 per cent. of the time of the course in which the absences are incurred, debar the student from receiving any grade higher than D; or totaling 50 per cent. debar from credit in that course.

The record of the grades of each freshman for the first semester of college work is sent by the College to the principal of the school in which the preparatory work was taken. A record of grades is sent to parents or guardian each semester throughout a student's course at Maryville.

PROMOTION SCALE

The expectation in the case of an average student is that he will complete at least fifteen credit hours, together with three times that number of grade points during each semester. In the freshman and sophomore years he will normally complete sixteen credit hours and one credit in Physical Education and Health each semester. To allow for reasonable variations, however, promotion from one classification to the next higher classification is permitted upon the following minimum basis:

Freshman to sophomore: the student shall have twenty-six hours, plus forty-eight grade points.

Sophomore to junior: the student shall have sixty hours, plus one hundred and fifty grade points.

Junior to senior: the student shall be within thirty-three hours of completing his graduation requirements, and have two hundred and eighty grade points; except that, if he has four hundred and fifty grade points, he may be admitted with thirty-seven hours to complete; or, if he has five hundred and sixteen grade points, he may be admitted with forty semester hours to complete.

A student not eligible for promotion after two years in any class will not be readmitted to college.

FRESHMAN GUIDANCE PROGRAM

In the early weeks of the college year special guidance sessions are held for freshmen, under the leadership of members of the faculty. The class is divided into groups, each numbering about thirty. These groups meet once a week for eight weeks and the discussion method is employed for the treatment of such subjects as Getting Started Right, How to Study, Use of the Library, Personality Development,

Campus Courtesy, College and Religion, Choice of a Vocation, and Planning the College Course.

The Office of the Dean of Students is provided with many helpful discussions of vocations and vocational possibilities, and is prepared to administer some of the better of the vocational interest tests.

The entire faculty will be found very willing and helpful in matters of individual discussion and counsel.

REMEDIAL INSTRUCTION IN READING

The College feels that in certain fundamental lines its students should be given special help and guidance outside of the ordinary avenues of the classroom.

Satisfactory college work demands efficient reading ability. At the beginning of the freshman year tests are given to determine the reading rate and comprehension of all freshmen. Those found deficient are encouraged to take remedial instruction designed to bring them up to the level of ability necessary for college work.

END OF SECOND YEAR

An effort is made at the end of the second year and at other times to estimate the student's promise of a successful carrying through of his college course. This estimate will be made by a consideration of the factors of character, personality, use of college opportunities, and cooperativeness, as well as of scholarship achievement. "Second year" means the termination of a period of four semesters or terms of residence here or here and elsewhere.

Students, who, because of deficiency or decline in quality in one or more of these matters such as to indicate little hope of a successful completion of the college course, will, in clear cases, be denied readmission, and will, in all cases, be called upon to consider the advisability of further continuance in college.

The College takes part each year in the cooperative testing program for sophomores sponsored by the American Council on Education among the colleges of the entire country, the results of which serve as useful indexes of the student's development and of his prospects throughout the remainder of his college course.

GRADUATION HONORS

The distinction of *Magna Cum Laude* is conferred upon such members of the graduating class as shall have done sixty or more semester hours of work at Maryville College and shall have attained for the full college course a total of grade points equivalent to or above the number which would result from an average of A— on all hours taken and a grade of A— on the comprehensive examination and fifty additional grade points.

The distinction of *Cum Laude* is conferred upon such members of the graduating class as shall have done sixty or more semester hours

of work at Maryville College and shall have attained for the full college course a total of grade points equivalent to or above the number which would result from an average of B on all hours taken and a grade of B on the comprehensive examination.

CRETIFICATES OF CREDIT

Graduates and undergraduates who have left college in good standing may, if they so desire, receive an official statement of their credits upon application. No charge is made for the first certificate when issued in the form adopted by the College. For duplicates and for the filling out of special blanks, prepayment of one dollar is required for each blank.

RECOMMENDATIONS

The College endeavors to help its graduates to secure positions, and seeks to assist those who are now employed. All seniors must register with the Committee on Recommendations, to whom all correspondence on this subject should be addressed. General letters of recommendation are not ordinarily given. Superintendents, principals, school officials, and others in need of the services of college graduates are invited to report vacancies, stating salary, character of work, and the like, and records will be forwarded for inspection. No charges are made to either party for these services of the Committee.

VOCATIONAL PREPARATION

The curriculum of Maryville College is based on the assumption that a broad general foundation of cultural subjects is fundamental preparation for a useful life. This is provided in the core of general education which occupies approximately one half of each student's course for the four years.

But the College is also alert to the desirability of a fully practical side of higher education and in the following pages seeks to point out the special types of course which lead to a number of vocations presenting useful and inviting career possibilities. Details of the various major sequences are given in the sections dealing with the course offerings in each subject field.

ART

The study of Art at Maryville is primarily a cultural activity and that it may claim as its chief value, but it also provides the foundation for advanced training for many attractive vocational possibilities in the fields of advertising, merchandising, interior decoration, illustrating, and costume design.

The applied work which accompanies the courses in Art may be varied to suit individual needs and aptitudes and offers a wide choice of practical work.

BUSINESS AND ADVANCED BUSINESS TRAINING

The two majors, one in Business Administration and one in Economics, lead in somewhat different directions. The former is perhaps more immediately useful, but the major in Economics offers especially strong foundation for advanced work in theoretical economics. The Business Administration major is well balanced and provides favorable training for persons entering business or industry.

CHEMISTRY

Maryville College is offering a program of training in Chemistry in line with the requirements of the Committee of The American Chemical Society for the Professional Training of Chemists and it is hoped soon to secure the official approval of that Committee. This course meets the requirements for the various vocational openings in the large and growing field of Chemistry.

DRAMATICS OR SPEECH

The two sequences, one in Drama and one in Speech, are designed to meet the twofold ends of culture and utility. There is also a combined sequence in Drama and Speech designed to be of special value to prospective teachers. Students who plan to teach must prepare also to qualify for teaching certificates. Whatever elective privilege is left should be directed to the other fields of art.

PRACTICAL USES OF FOREIGN LANGUAGES

The post-war world is closer knit than ever. Travel, international trade, missionary enterprise, industrial developments, diplomatic exchange are all open fields in which a knowledge of languages is not only a convenience but also may be turned to vocational use in many ways. Information as to offerings may be found in the course descriptions of the various foreign languages, such as French, German, and Spanish.

HOME MAKING

The sequence in Home Economics is adjustable to meet the needs of several fields, such as teaching, vocational home economics, home demonstration work, or home making.

INSTITUTIONAL FOODS AND DIETETICS

A special course in Home Economics meets the requirements of the American Dietetics Association, which prepares for the important field of hospital and institutional dietetics. It is a very exacting course and calls for the careful planning of every step. The detail of this course is given on page 66.

LABORATORY TECHNIQUE AND BACTERIOLOGY

The fields of hospital or public-health technician, bacteriologist, clinical pathologist, or medical technologist are attractive and useful outlets for students with interest and aptitude in biological science.

The sequence outlined for majors in Biology leads to the point where one year more of special training will bring the rank of certified technician and at the same time provides the broad cultural base of a liberal arts education.

LAW AND PUBLIC SERVICE

The law schools of the United States are emphasizing the value of a broad cultural base as the best preparation for legal training. Perhaps the social science fields offer the best preparation. Political Science is probably the pre-legal major most frequently chosen, but it might as properly be History, Economics, Sociology, or even English. In addition to law, there are many attractive fields of government service for which such a program as this offers the proper preparation.

LIBRARY SCIENCE

The requirement for admission to schools of library science is a bachelor's degree from an approved college or university. The emphasis is upon strong general preparation with the focus of attention in such subjects as English literature and modern foreign languages. But for work in technical and scientific libraries concentration in a science field would be proper preparation.

MUSIC

The current high tide of musical interest in this country has expanded greatly the possibilities of music as a vocation. Direction of music in schools, church music, radio work, and other fields offer inviting opportunities. The major in Music affords the proper core for this preparation, accompanied as it is by the well-distributed program of courses in other fields. The choirs, orchestra, band, and other musical organizations afford invaluable practical training in this field.

OCCUPATIONAL THERAPY AND PERSONNEL WORK

These are relatively new fields and the opportunities in them are abundant. They call for an interest in people and for fine qualities of patience and balance. Industry, education, business, and church work are the chief activities to which this interest and training lead. The core of this program is a major in Psychology, but the student will do well to get experience as he can in a variety of leadership activities such as dramatics, music, and physical education.

PHYSICAL EDUCATION AND HEALTH AND RECREATIONAL LEADERSHIP

Increasing attention is being given to the rounded training of school athletic coaches and directors of physical education and health programs. More and more persons are being called for in this field who have a well balanced training and interest and a command of the principles of health and hygiene as well as a knowledge of the technical aspects of sport. To qualify for high-school teaching in this field, the student must meet also the necessary professional requirements in Education.

In like manner, there is a growing field, especially in cities, of year-round attention to organized recreational and community welfare programs.

PRE-DENTAL

While it is possible to enter standard dental schools with a minimum of two full years of college work, it is the growing practice in this, as in all professions, to emphasize the value of an accompanying cultural training to the extent of a four-year liberal college course. That is the type of course outlined also for pre-medical training. Either the Chemistry or Biology major may be followed.

PRE-ENGINEERING

Technical courses in Engineering are so designed as to permit little, if any, leeway for cultural subjects. Thus the combination in a liberal arts college course of the cultural subjects with the fundamental elements of an engineering course, while taking a year or so

longer in the total training of the engineer, provides a fuller preparation for life.

This training is fundamentally a Physics-major sequence. Its items can be adjusted to meet special types of engineering needs.

PRE-MEDICAL

Perhaps the most highly specialized technical training in modern life is that required in the field of medicine. This makes it all the more imperative that the doctor be a broadly educated man, for his contacts are enhanced in proportion, not only as he is skilled, but as he possesses also high qualities of personality and of a cultivated mind.

For this reason the medical schools of America are emphasizing, as before the war, the full four-year pre-medical course as preparation for medical school. For the pre-medical course one may major either in Biology or in Chemistry, although in each case the course includes large elements from both fields. For further details see pages 48 and 50, where pre-medical courses based on both the Biology and the Chemistry major are described.

PRE-MINISTERIAL

A bachelor's degree is required, as a rule, for admission to theological training. The seminaries are deeply concerned that their incoming students have a broad cultural base of preparation with a focus of attention on some one or two fields of humanistic study. Favored fields of concentration are Bible, English, History, Philosophy, and Sociology. The pre-ministerial student is well advised to take Greek as his foreign language, but even more to take a modern language in his first two years and Greek in the junior and senior years so as to be freshly in touch with it upon entering theological seminary.

PRE-NURSING

The field of nursing is still far from having a full personnel. Its usefulness needs no argument. In addition to a normal major in Biology the prospective nurse should take Organic Chemistry and Nutrition. This, it will be understood, is not a program qualifying one for nursing, but preparing one to enter upon nurse's training.

RELIGIOUS EDUCATION

There is a growing demand by churches for Directors of Religious Education and other unordained church workers of professional standing. For entrance to most of the training schools a college degree is required. The student looking forward to such professional training may major in Bible and Religion or in some other field.

However, the supply of available professionally trained persons has been for several years far short of the demand. A considerable

number are being employed upon graduation from college without professional training as assistants in Christian education. The Presbyterian Board of Christian Education and the Presbyterian College Union have recommended that those planning to be assistants in Christian education either (1) major in Bible and Religion or (2) major in some other field and take during the college course a total of at least twenty-four semester hours in Bible, Religion, and Christian education.

At Maryville College these twenty-four hours, of which sixteen hours are required of all students, may be distributed among the following courses: Bible 101, 222, 235, 303, 306, 314; Religion 307, 316; Religious Education 203, 214, 216, 251, 252, 341, 342; Philosophy 204, 308, 311; Music 308, 321. Electives in other fields such as Physical Education 316, Physics 302, Biology 203 and 204, and Drama 205 are good investments for the person planning to work with children and young people.

SOCIAL WORK

Schools of social work, like all other groups of professional schools, recommend above all else a broad cultural base for the training of those who are to enter their field. Naturally the social science fields offer the most favorable choice for concentration. One, perhaps Sociology, will be the major, but there should be wise exploration of the related fields of History, Political Science, Economics, Psychology, Religion, and the biological sciences.

TEACHING IN THE SECONDARY SCHOOL

Teaching still offers to the educated person one of the most socially valuable of all careers. The student who plans to teach in high school or college will determine his special subject interest and will build his college course around a major in that field. If he looks to high-school teaching, he will have to complete not only this major but, also, he will have to meet the requirements for certification in the state in which he wishes to teach. In most states this requirement is not less than eighteen semester hours.

Such students should familiarize themselves early with the certification requirements of the state or states they have in mind and keep in touch with the Education staff and the Deans for counsel in planning their programs. If one can, it is advantageous to take these Education courses in summer sessions or after graduation in order to give full time for the non-professional courses.

TEACHING IN THE ELEMENTARY SCHOOL

The preparation of elementary school teachers is a different matter. It is of transcendent importance, for a high level of teaching in the early years is the best assurance of an improved citizenry. The student gifted with a "way" with children, with imagination,

and a faculty for making situations solve themselves, will do well to consider elementary school teaching as a vocation. The program given here follows the specifications of the Tennessee State Board of Education. The specifications for the other states are similar but the student with another state than Tennessee in mind will need to be on the alert to provide the proper adjustments. For some states, it will probably be necessary to spend a brief summer session getting some of the special local requirements fitted in.

In Tennessee a student who completes the professional part of this program in three years may be certified to teach. The College, however, while willing to cooperate with such a program, feels keenly the advantage to the student of the full four-year course and the degree.

GRADUATE STUDY

Many graduates each year go to the graduate schools of the universities for further training in courses leading to the master's and doctor's degrees. Students who have such courses in view should bear in mind that in practically all universities a reading knowledge of either French or German is required for the master's degree and of both French and German for the doctor's degree.

At least by the end of his junior year a student having in mind graduate study should have selected the university, or at least the type of university, in which he plans to work, so as to be able to do his senior year's work along lines which will best prepare him for fulfilling the requirements of his chosen university.

Each year a number of seniors take the Graduate Record Examination as part of their process in seeking admission to graduate schools. Arrangements are also made for taking the Medical College Admission Test and the Law School Admission Test.

COURSES OF INSTRUCTION

The courses in each field are numbered to indicate their level of advancement; "100" courses are of freshman rank; "200" courses are of sophomore rank; "300" courses are of junior-senior rank.

Course numbers written together joined by a hyphen (101-102) are continuous year-courses, not to be taken in reverse order or one without the other. Course numbers separated by a comma (201, 202) are year-courses with some continuity, but may be taken one without the other or in reverse order.

ART

MISS C. B. JOHNSON AND MR. DASHIELL

Major in Art: Provision is made for a major with emphasis upon the history of art and for a major with emphasis upon applied work. The preliminary course 51-52 and the six hours of Special Studies are required in both majors. The art history major calls, in addition, for courses 201-202, 302, 305-306, either 307, 311, or 312, and six hours of electives from art history or applied work, or a combination of the two, a total of twenty-four hours. The applied art major calls, in addition, for courses 61-62, 71-72, 81-82, 201-202, and six hours of electives from the field of art history, a total of thirty hours.

Related courses for students majoring in Art: A maximum of three courses to be specified by the major adviser. The student will also complete the equivalent of twelve hours of college work in a foreign language.

All courses in Art, studio and art history, are open to advanced students from any field.

STUDIO COURSES

11. NON-CREDIT STUDIO

A non-credit studio course for non-majors in which each student may follow his own interest, at his own level. Two hours once a week.

42. CRAFTS — Dashiell

This course, open to all except freshmen, teaches techniques for leather, metal braiding, and the like, suitable for camping and summer playground programs. Two two-hour laboratory periods a week.

One hour, second semester

51-52. FIRST-LEVEL STUDIO — Dashiell

Introduction to the principles of art expression. Three two-hour studio periods a week.

Three hours, each semester

61-62. SECOND-LEVEL STUDIO — Dashiell

A study of form and perspective including anatomy and linear perspective in order to learn both expression and representation. Charcoal, pastel, and the like. Four hours a week of scheduled studio work plus two hours to be arranged.

Three hours, each semester

71-72. THIRD-LEVEL STUDIO — Dashiell

A study of painting techniques; the principles of color as related to form and design. Tempera and water color the first semester; oil the second semester. Four hours a week of scheduled studio work plus two hours to be arranged.

Three hours, each semester

81-82. ADVANCED STUDIO — Dashiell

A continuation of painting techniques with emphasis upon the student's personal interests. Four hours a week of scheduled studio work plus two hours to be arranged.

Three hours, each semester

ART HISTORY

201-202. INTRODUCTION TO ART EXPRESSION — Johnson

A survey of architecture, sculpture and painting, ancient to modern. Two lectures a week, accompanied by four hours a week of studio work in art expression: basic principles of form, design and composition through various media.

Three hours, each semester

302. CLASSICAL ART — Johnson

The development of art in Greece and Rome from the Aegean age through the Hellenistic period, as seen in architecture, sculpture, and painting, with attention to related philosophical developments.

Three hours, second semester

305-306. ITALIAN RENAISSANCE ART — Johnson

A study of the development of art expression in Italy from the late 13th century through the 16th century. Particular emphasis will be placed upon painting.

Three hours, each semester

307. NORTHERN EUROPEAN ART — Johnson

The schools of painting of Flanders, France, Germany, Holland, England, and Spain from the 14th through the 17th century.

Three hours, first semester

311. CONTEMPORARY PAINTING — Johnson

The development of painting in Europe from the Post-Impressionists to the present with attention to the influence upon American expression.

Three hours, first semester

312. CONTEMPORARY ARCHITECTURE AND SCULPTURE — Johnson

A study of the principles and needs of architectural and sculptural expression in both Europe and America.

Three hours, second semester

351, 352. SPECIAL STUDIES IN ART

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all majors in art.

Three hours each the second junior and first senior semester

BIBLE, RELIGIOUS EDUCATION, AND RELIGION

PROFESSORS ORR AND CASE, ASSOCIATE PROFESSOR BUCHANAN, ASSISTANT PROFESSORS CUMMINGS AND ENGELHARDT, AND MRS. MARQUIS.

BIBLE

Major in Bible and Religion: Twenty-four hours above course 101, including course 306, plus the six hours of Special Studies.

Related courses required of students majoring in Bible and Religion: Psychology 201. The student will also complete the equivalent of twelve hours of college work in a foreign language.

101. FRESHMAN BIBLE — Staff

A general introduction to the Bible and a study of the Pentateuch and of the synoptic gospels, with special attention to the method of studying the Scriptures book by book. Bible-study method is especially emphasized.

Required of all students.

Four hours, either semester

222. OLD TESTAMENT BOOK STUDIES — Cummings

A study of the content of the Old Testament books from **Joshua** through **Esther,** with special emphasis on the religious interpretation of the history of the Hebrews.

Three hours, either semester

235. NEW TESTAMENT BOOK STUDIES — Engelhardt

A study of selected books from among the General Epistles and Johannine writings with special attention to the background, occasion of writing, and content of each.

Three hours, either semester

302. HEBREW POETRY — Buchanan

A study of the form and message of the poetical passages in the Hebrew Scriptures. The Old Testament books: **Job** through the **Song of Songs** and **Lamentations.**

Given in alternate years (1951-1952).

Three hours, second semester

304. THE HEBREW PROPHETS — Buchanan

A study in the writings of the Hebrew prophets: their nature, historical setting, and cardinal ideas. Old Testament books **Isaiah** through **Malachi.**

Given in alternate years.

Three hours, second semester

306. STORY OF THE BIBLE AND STUDIES IN THE APOCRYPHA — Buchanan

A study of how the Sacred Scriptures came to be written, why certain books were accepted and others rejected, what is meant by inspiration, how the Bible has been transmitted to us through the centuries, what are the methods and principles of biblical criticism, etc.; also a study of the apocryphal and pseudepigraphical literature of the period between the Testaments.

Three hours, second semester

314. PAUL'S LIFE AND LETTERS — Cummings

A study of selected letters of Paul, including a preliminary study of **The Acts of the Apostles,** the occasion of the writing and the content of each letter, with emphasis on their basic Christian teachings.

Three hours, either semester

RELIGIOUS EDUCATION

The Maryville College Parish: Under joint sponsorship of the College and the Boards of Christian Education and National Missions of the Presbyterian Church, U.S.A., a service program is offered for a group of selected students each year. These go out each week for some kind of supervised religious work in communities within easy reach of the College. Transportation to and from these places of service is provided. The courses described below represent a special connection between the Parish Project and the instructional program in Religious Education.

In addition to the courses in Religious Education and Religion, Philosophy courses 204, 216, 217, 218, 308, and 325 are in the group

from which the student may choose the course to satisfy the general graduation requirement of four hours in Philosophy-Religious Education-Religion.

203. PRINCIPLES OF RELIGIOUS EDUCATION — Engelhardt

A general survey of the field of Religious Education, its development, philosophy, aims, methods, and agencies.

Three hours of classroom work; one hour of practice in the field.

Three hours, first semester

214. RELIGIOUS EDUCATION OF CHILDREN AND ADOLESCENTS — Engelhardt

A study of the characteristics, needs, and development of the individual through childhood and adolescence, and of the program of Christian education for the age groups involved.

Three hours of classroom work; one hour of practice in the field.

Given in alternate years.

Three hours, second semester

216. ORGANIZATION AND ADMINISTRATION OF RELIGIOUS EDUCATION — Engelhardt

A study of the principles and methods of educational organization and administration to be utilized in setting up and maintaining the educational program of the local church. The vacation church school, weekday religious classes and Sunday session of the church school will receive special emphasis.

Three hours of classroom work; one hour of practice in the field.

Given in alternate years (1951-1952).

Three hours, second semester

251, 252. PRACTICUM IN RELIGIOUS EDUCATION — Case

The problems and practice of leadership in church and church school. The field for this work is the Maryville College Parish Project. This unit is provided for those who cannot or do not choose to take courses 203 and 214. Not applicable on the general graduation requirement in Philosophy-Religious Education-Religion.

One class hour and one hour of practice in the field each week.

One and one-half hours, each semester

341, 342. ADVANCED PRACTICE IN RELIGIOUS LEADERSHIP — Case

A continuation of the practice begun in courses 251, 252. One hour a week of practice in the field. Not applicable on the general graduation requirement in Philosophy-Religious Education-Religion.

One-half hour, each semester

RELIGION

307. WORLD RELIGIONS — Buchanan

An introduction to the history of religion, with emphasis upon the life and character of the founders, the philosophic development, the numerical and territorial expansion, and the present faith and practice of the living religions of mankind. Identical with Philosophy 307.

Three hours, first semester

316. CHURCH HISTORY — Buchanan

A study of what the Christian Church has done in and for the world. Special attention to the men who have been responsible for initiating and maintaining great movements of thought and action within the Church, and to the world mission of Christianity. Identical with Philosophy 316.

Three hours, second semester

351, 352. SPECIAL STUDIES IN BIBLE, RELIGIOUS EDUCATION, AND RELIGION

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all majors in Bible and Religion.

Three hours each the second junior and the first senior semester

BIOLOGY

PROFESSOR WILLIAMS, ASSISTANT PROFESSOR BROWN, AND MR. KOLTER

Major in Biology: Twenty-four hours above courses 101, 102, including four hours of botany, plus the six hours of Special Studies. Students majoring in Biology should choose courses in line with requirements of such vocational interests as they may have in mind in electing to major in Biology.

Related courses prescribed for students majoring in Biology: Chemistry 101-102 or Physics 201, 202 and Psychology 201. The student will also complete the equivalent of twelve hours of college work in French or German. Students planning to take an advanced degree in Biology will be expected to have a reading knowledge of both languages.

Pre-medical students majoring in Biology should follow this sequence of science courses: Freshman year, Biology 101, 102; Sophomore year, Chemistry 101-102, Biology 206; Junior year, Chemistry 201, 202 and Biology 311 and 351; Senior year, Chemistry 303-304, Biology 352. Into the junior and senior years enough Biology will be fitted to make up a full major sequence in Biology. This will be in normal cases sixteen hours, or one course each semester in the last two years. Students following this major will do special studies and take comprehensive examinations in Biology.

GENERAL

101, 102. GENERAL BIOLOGY — Williams, Brown, Kolter

A study of plants and animals as living things. Attention to their structure, development, life activities, and their relationship to each other, to their environment, and to man. A resume of general biological laws and principles is included. Laboratory practice, four hours a week; lecture, two hours.

Four hours, each semester

BOTANY

203. BOTANY — Brown

A study of the structure and physiology of seed-bearing plants. Laboratory practice, four hours a week; lecture, two hours.

Four hours, first semester

204. BOTANY — Brown

A survey of the plant kingdom. Attention to reproduction, development, and interrelationships. Occasional field trips and the preparation of a herbarium give opportunity to become familiar with the local flora and with methods of preserving plants.

Laboratory practice, four hours a week; lecture, two hours.

Four hours, second semester

211. GENERAL BACTERIOLOGY — Brown

A study of micro-organisms as living things. Consideration of their structure and development, their analysis and synthetic powers, and their relation to fermentation, decay, and disease.

Laboratory practice, four hours a week; lecture, two hours.

Four hours, first semester

302. SYSTEMATIC BOTANY — Brown

A study in analysis, identification, and recognition of native wild flowers, trees and shrubs, and of the principles of classification. Field trips and the preparation of a herbarium.

Prerequisite, Biology 203.

Laboratory practice and field work, four hours a week; lecture, two hours. Given in alternate years (1951-1952).

Four hours, second semester

320. PLANT ECOLOGY — Kolter

A study of the relationships of plants to their environment, with attention to factors influencing structure, behavior, and the distribution of plants; recognition and classification of plant aggregations.

Prerequisite, Biology 203.

Laboratory practice and field work, four hours a week; lecture, two hours. Given in alternate years.

Four hours, second semester

ZOOLOGY

205. INVERTEBRATE ZOOLOGY — Kolter

A survey of the principal phyla of the invertebrates, emphasizing their increasing complexity of structure, their adaptation to various habitats, and their relations.

Laboratory practice, four hours a week; lecture, two hours.

Four hours, first semester

206. COMPARATIVE ANATOMY OF VERTEBRATES — Williams

A study of the comparative anatomy of fishes, amphibians, birds, and mammals.

Laboratory practice, four hours a week; lecture, two hours.

Four hours, second semester

207. PHYSIOLOGY — Kolter

A survey of the physiology of the human body. Especially designed for students planning to enter medical or nurses' training.

Laboratory practice, four hours a week; lecture, two hours.

Four hours, first semester

311. VERTEBRATE EMBRYOLOGY — Williams

A study of the general principles of the embryology of vertebrates from the fertilized egg to the formation of tissues and organs. The embryos of the chick and the pig are used as materials for study.

Prerequisite, Biology 206.

Laboratory practice, four hours a week; lecture, two hours.

Four hours, first semester

312. GENETICS — Williams

A study of resemblances and differences among organisms and of the chromosomes as their material basis. Consideration of the laws of heredity.

Prerequisite, Biology 206.

Lectures and demonstrations.

Given in alternate years (1951-1952).

Four hours, second semester

314. HISTOLOGY — Williams

A study of the cellular structure of the tissues of the vertebrate body, with some practice in microtechnique.

Prerequisites, Biology 206 and 311.

Laboratory practice, four hours a week; lecture, two hours.

Given in alternate years.

Four hours, second semester

351, 352. SPECIAL STUDIES IN BIOLOGY

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all majors in Biology.

Three hours each in the second junior and the first senior semester

CHEMISTRY

PROFESSORS HOWELL AND GRIFFITTS, AND MR. PAXTON

Major in Chemistry: Twenty-four hours above course 101-102, plus the eight hours of Special Studies.

Related courses required of students majoring in Chemistry: Physics 201, 202. The student will also complete the equivalent of twelve hours of college work in French or German.

Pre-medical students majoring in Chemistry will follow this sequence of science courses: Freshman year, Chemistry 101-102 and Biology 102; Sophomore year, Chemistry 201, 202 and Biology 206; Junior year, Chemistry 303-304, Physics 201, 202 and Biology 311; Senior year, Chemistry 351-352, and, as recommended by some leading medical schools although not required, Chemistry 305-306. In order to carry this Physical Chemistry, mathematics through Calculus is necessary and can be taken: Mathematics 101-102 in the Junior year and Mathematics 205-206 in the Senior year.

111-112. PHYSICAL SCIENCE — Paxton

A survey of the field of physical science designed to provide the beginning student with a panoramic view of the physical universe and to give him a definite idea of the scientific method. It utilizes whatever subject matter of mathematics, astronomy, chemistry, physics, and geology contributes to that end.

Lectures, demonstrations, and laboratory work.

Not to be counted on major in Chemistry.

Four hours, each semester

101-102. GENERAL CHEMISTRY — Howell, Griffitts

A technical course. A study of the principles of theoretical chemistry and a descriptive study of the more important metallic and non-metallic elements. Attention by means of laboratory work to methods of preparation, physical and chemical properties of common elements and compounds, with a view to giving a scientific approach to methods of investigation.

Prerequisite to all advanced courses in Chemistry.

Laboratory practice, four hours a week; lecture, two hours.

Four hours, each semester

201. QUALITATIVE ANALYSIS — Howell

Lecture work consisting of a study of the fundamental theories underlying the principles of separation and identification of the common basic and acidic ions. Laboratory work consisting of the systematic separation and identification of the common ions in unknown combinations by the semi-micro procedures.

Laboratory practice, four hours a week; lecture, two hours.

Four hours, first semester

202. QUANTITATIVE ANALYSIS — Griffitts

Lecture work devoted to analytical principles and stoichiometry. Laboratory drill in the standard methods of volumetric, gravimetric, and electrolytic analysis.

Prerequisite, Chemistry 201.

Laboratory practice, four hours a week; lecture, two hours.

Four hours, second semester

301. ELEMENTARY ORGANIC CHEMISTRY — Howell

A general survey of organic compounds necessary in interpreting the chemistry of foods and their digestion, and the chemistry of textiles. (For Home Economics students only.)

Laboratory practice, four hours a week; lecture, one hour.

Three hours, first semester

302. ELEMENTARY BIOCHEMISTRY — Howell

The chemistry of lipins, carbohydrates, and proteins. The chemistry of digestion and the chemistry of textiles. (For Home Economics students only.)
Prerequisite, Chemistry 301.
Laboratory practice, four hours a week; lecture, one hour.

Three hours, second semester

303-304. ORGANIC CHEMISTRY — Howell

A general survey of the organic compounds with special attention to their reactions, methods of preparation, and uses. Laboratory work consisting of preparations and of study of both physical and chemical properties of the substances prepared.
Laboratory practice, four hours a week; lecture, two hours.

Four hours, each semester

305-306. PHYSICAL CHEMISTRY — Griffitts

A study of the physical and mathematical foundations of many chemical principles. Attention to such topics as states of aggregation, thermodynamics, solutions, equilibrium, chemical kinetics, electrochemistry, atomic structure.
Prerequisites, Chemistry 201, 202, 303-304 and advanced Mathematics and Physics.
Laboratory practice, four hours a week; lecture, two hours.

Four hours, each semester

351. SPECIAL STUDIES IN CHEMISTRY:
ADVANCED QUANTITATIVE ANALYSIS — Griffitts

Laboratory work involving special equipment and techniques, such as difficult volumetric titrations, gas, electro, colorimetric, and potentiometric methods. Class lecture, and library work treats of the theory and stoichiometry of these subjects.

Four hours, first semester

352. SPECIAL STUDIES IN CHEMISTRY:
QUALITATIVE ORGANIC ANALYSIS — Howell

Laboratory work involving a study of the techniques of both macro- and micro-analysis of organic compounds.

Four hours, second semester

DRAMA AND SPEECH

MISS CRAVEN, ASSOCIATE PROFESSOR PIEPER, AND MRS. HUGHES

Majors in Drama and Speech: Three sequences, one in Drama, one in Speech, and a combined major in Drama and Speech are provided. These sequences consist of twenty-six hours above courses in the "100" group, plus the six hours of Special Studies in Drama or Speech.

Drama: Courses 101, 104, 205, 204, 307, 308, and twelve additional hours, plus the six hours of Special Studies in Drama.

Speech: Courses 101, 104, 201, 208, 314, and fifteen additional hours of which at least three are for participation in intercollegiate speech activities, plus the six hours of Special Studies in Speech.

Drama and Speech: 101, 104, 205, 204, 314, and fifteen additional hours of which at least three are for participation in intercollegiate speech activities, plus the six hours in Special Studies in Drama or Speech. The distribution of hours between drama and speech will be worked out with each individual student.

Related courses required of students majoring in Drama: Psychology 201, and English 333, 334; in Speech: Psychology 201 and 312 and

Philosophy 315; and in Drama and Speech: Psychology 201 and English 333, 334. The student following any of these sequences will complete the equivalent of twelve hours of college work in a foreign language.

101. FUNDAMENTALS OF SPEECH — Hughes

Attention is given to the techniques of good voice production and speech such as securing pleasant pitch, good quality, proper volume and the clear articulation of voice into speech. The International Phonetic Alphabet is used as an aid in identifying proper speech sounds.

Four hours, first semester

104. SURVEY OF BASIC SPEECH ACTIVITIES

Attention is given to the techniques of oral interpretation, group discussion, debating, public speaking.

Four hours, second semester

201. PUBLIC SPEAKING

A study is made of the techniques of composition and delivery of speeches to inform, entertain, and to persuade. In addition, attention is given to the psychology of the audience, a study of great speeches of the past, and the prominence of the critic.

Four hours, first semester

202, 302, 304. INTERCOLLEGIATE SPEECH ACTIVITIES — A. F. Pieper

Preparation for and participation in the various speech forms used in intercollegiate competition: debate, oratory, extempore speech, and group discussion. Not more than six hours of credit may be earned in this activity. The first year's participation is under course number 202, the second, 302, the third, 304. At least three hours required of majors in Speech and in Drama and Speech.

Two hours, second semester

204. STAGECRAFT — Craven

Attention is given to the theory of stage design, the building and painting of scenery, the making of stage models, costuming and the making of costumes, make-up, and stage lighting. Students are required to serve on the production crews of the Maryville College Playhouse and the Experimental Theatre.

Four hours, second semester

205. ACTING — Craven

A study is made of acting as an art and of techniques of the actor, and attention is also given to acquiring flexibility of body and voice. Through an actor's role study the student gives attention to analysis of character and the creation of roles.

Four hours, first semester

208. ORAL INTERPRETATION OF LITERATURE — Hughes

Study and practice in the analysis and presentation of various literary types. This involves reading from a book and is not to be confused with impersonation or acting.

Four hours, second semester

307. PLAY DIRECTING — Craven

A study is made of drama as an art, the techniques of the actor, composition, picturization, movement, and rhythm on the stage, as well as production procedures. Each student makes a director's study of a full-length play and is required to spend a certain number of hours in Playhouse or Experimental Theatre productions.

Three hours, first semester

308. HISTORY OF THE THEATRE

A survey of the growth and development of the theatre from the Greeks to our own times, with emphasis on architecture, players, and methods of production.

Three hours, second semester

310. Religious Drama and Pageantry — Hughes

A study of the adaptation of Biblical stories and other religious material for dramatic presentation in schools and churches. A survey of materials available for such use. The preparation and presentation of pageants.

Three hours, second semester

314. Voice Production and Correction — Craven

Particular attention is given to the voice and diction of the individual and to the techniques for correction of minor speech defects.

Three hours, second semester

316. Production of the Period Play

Practice in directing, staging, and acting in period plays. A director's study is made of a play written before 1875.

Three hours, second semester

351, 352. Special Studies in Drama or Speech

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all majors.

Three hours each in the second junior and the first senior semester

ECONOMICS AND BUSINESS ADMINISTRATION

Associate Professors A. F. Pieper and Ford, Assistant Professor A. S. Walker, Mr. Minear, and Mrs. Pieper

Major in Economics: Twenty-six hours, including courses 201, 202, 306, 313, and twelve additional hours from the field, plus the six hours of Special Studies, with the limitation that only three hours of Accounting may apply on this major.

Major in Business Administration: Twenty-six hours, including courses 201, 202, 303, 328, three hours of Accounting and nine additional hours from the field, plus the six hours of Special Studies, except that course 312 does not apply on the major in Business Administration.

Related courses required of students majoring in Economics or Business Administration: History 215 or 216, Political Science 201 and Sociology 201. Students majoring in Economics will complete the equivalent of twelve hours in a modern foreign language. Students majoring in Business Administration will choose between this foreign language requirement and a year of laboratory science or mathematics beyond the general graduation requirement in Science-Mathematics. Physics 111-112 will not satisfy this requirement.

For majors in these fields course 201 is prerequisite and 202 is to be taken as prerequisite or parallel with other courses in Economics and Business Administration. Students from other fields may waive this prerequisite with permission of the instructor.

Students majoring in this field are not held for Introduction to Social Science.

201, 202. ECONOMIC PRINCIPLES AND PROBLEMS — Ford, Minear

The fundamental principles of production, distribution, exchange, and consumption. The organization, functions, and problems of economic institutions.

Four hours, each semester

207. INTRODUCTION TO SOCIAL SCIENCE

A study of the basic economic, governmental, and social institutions of American society, their organization and their importance.

Required of all students except majors in Business Administration, Economics, History, Political Science, and Sociology.

Four hours, either semester

303. INTRODUCTION TO BUSINESS AND BUSINESS ORGANIZATION — Ford

Principles, procedures, and terminology of modern business: organization, structural forms, financing, records, personnel, manufacturing, and marketing.

Three hours, first semester

306. MONEY, CREDIT, AND BANKING

A study of the principles of money and banking. Consideration of the origin, nature, and function of money; monetary history of the United States; money and price; credit-supplying institutions; commercial banking and its developments; the Federal Reserve System; and non-commercial banking systems.

Three hours, second semester

312. TAXATION AND PUBLIC FINANCE

A study of public expenditures and public revenues as returns from domains, fees, taxes, and public debts. A thorough study of the tax system now in use and of the dispensing of these funds.

Three hours, second semester

313. LABOR PROBLEMS — M. G. Pieper

A study of labor with attention to the causes of industrial unrest and to preventive measures; the structure and functions of labor organizations.

Identical with Sociology 313.

Three hours, first semester

315. ELEMENTARY PRINCIPLES OF ACCOUNTING — Minear

A study of methods used in keeping records of a business concern: balance sheet, profit and loss statement, journal, and ledger; posting, closing, and adjusting entries.

Laboratory practice, four hours a week; lecture, one hour.

Three hours, first semester

316. INTERMEDIATE ACCOUNTING — Minear

Application of elementary principles of accounting to specific cases; the retail merchant, manufacturing corporation, and governmental agency. Special attention to partnership and corporate proprietary accounts; the voucher system; depreciation and valuation policies. Examination of accounting systems in operation.

Three hours, second semester

322. BUSINESS LAW — A. F. Pieper

Legal problems which most frequently arise in industry, commerce, and the home. Problems of property, contracts, agency, sales, and negotiable paper.

Three hours, second semester

323. GOVERNMENT AND BUSINESS — Queener, Walker

A study of the economic and legal relations between business and government. Identical with Political Science 323.

Three hours, first semester

325. Business Finance — Ford

Financial problems of the establishment and operation of small and large business enterprises; financing small businesses; corporate securities and their employment; financial planning; expansion; use of net earnings, short-term financing, failure and reorganization.

Given in alternate years (1951-1952).

Three hours, first semester

326. Marketing — Ford

A study of the problems of marketing: buying, assembling, transporting, storing, financing, and selling of goods. Attention to the function of producer, wholesaler, retailer, and other middlemen in the marketing process.

Three hours, second semester

328. Business Statistics — Walker

An introduction to statistical methods with emphasis upon their application to business problems. Special attention is given to methods of collection of data, sampling, table and chart construction, business indexes, measures of central tendency and dispersion, and the forecasting of business trends.

Three hours, second semester

329. Selling and Advertising — Ford

The first part of the course offers a systematic study of the tested techniques of personal selling. Numerous problems and illustrative cases are offered for solution. The second part undertakes a study of modern advertising. The objectives of advertising and the planning and production of advertisements in various media are studied. Considerable use is made of contemporary advertisements as illustrative of principles.

Three hours, second semester

351, 352. Special Studies in Economics and Business Administration

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all majors in Economics and Business Administration.

Three hours each in the second junior and the first senior semester

EDUCATION

Professors Briggs and Barker, Assistant Professor Kramer, Miss Johnson, Miss Rodemann, Mr. Dashiell, and Mr. Hughes

Major in Secondary Education: The student who is looking to high-school teaching is advised not to major in Education. His proper course is to major in the subject-matter field in which he wishes to teach and to take professional Education courses in addition as prescribed by the State Board of Education in the state in which he plans to teach.

Major in Elementary Education: Students preparing for elementary-school teaching should elect this major. The program set up here follows the requirements of the Tennessee State Board of Education. Each state has minor special requirements of its own and these may be met by approved substitution or by summer attendance at a teachers' college in the state of one's choice. The major sequence is: Courses 217, 219, 221, 222, 224a, 224b, 331, 332, 342, 345, 346, 356. Psychology 201 is prerequisite to all professional courses in this sequence, *i.e.*, 219, 345, 346, and 356.

Related courses required of students majoring in Elementary Education: Psychology 201, and Education 308. The student will also complete the equivalent of twelve hours of college work in a foreign language.

ELEMENTARY EDUCATION

217. PUBLIC SCHOOL ART INSTRUCTION — Johnson, Dashiell

Emphasis upon essential art principles, materials, and methods in the elementary schools. Studio practice, four hours a week; lecture, two hours.

Four hours, first semester

219. THE PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE — Briggs

A consideration of the growth and development of the child from conception to maturity. The responsibility of the part played by home and school in mental, physical, emotional, social, moral, and spiritual growth will be emphasized. Identical with Psychology 219.

Three hours, first semester

221, 222. HEALTH — Kramer

A course designed to develop an understanding of the health problems and needs of the elementary-school child and the community in which he lives; to discover ways of helping to meet these needs in the classroom and through cooperation with the health agencies in the community.

Three hours, each semester

224. a. CHILDREN'S LITERATURE — Kramer

A study of children's literature; its creators; its purposes and values in the elementary-school program; and theory and practice in methods of presentation.

First half of the semester

b. ARITHMETIC FOR TEACHERS — Kramer

A content course in arithmetic to acquaint the prospective teacher with arithmetic processes required of elementary-school children, social uses of arithmetic, and learning processes by which children master computational skills. Given in alternate years (1951-1952).

Second half of the semester

Four hours, second semester

331, 332. GEOGRAPHY — Kramer

A general survey of the materials of geography stressing the effect of geography upon the life of man with special attention to the geography of Tennessee.

Given in alternate years.

Three hours, each semester

342. SCHOOL MUSIC: MATERIALS AND METHODS — Hughes

A survey of the materials and techniques of music instruction for the elementary grades.

Prerequisite, Music 1 or its equivalent.

Three hours, second semester

345, 346. THE ELEMENTARY SCHOOL CURRICULUM — Kramer

General teaching procedures based upon the knowledge of child nature and growth with specific instruction in the materials and methods of reading, the language arts, and social studies in the elementary schools.

Three hours, each semester

351, 352. SPECIAL STUDIES IN ELEMENTARY EDUCATION

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all majors in Elementary Education.

Three hours each in the second junior and the first senior semester

355, 356. OBSERVATION AND PRACTICE TEACHING IN THE ELEMENTARY SCHOOL — Kramer

The application of general and special methods to practical teaching situations in the elementary school. Frequent conferences with the supervisor of student teaching. Approximately 100 hours a semester in observation, teaching and conference. For seniors who have successfully completed Education 219 and 345, 346 and who have the approval of the supervisor of practice teaching. This is contingent upon ratings by the teachers under whom the student has done the major portion of his work. Juniors who have shown superior ability may be admitted to this work upon special permission.

Three hours, each semester

SECONDARY EDUCATION

Psychology 201 is prerequisite to all courses in Secondary Education except that course 251 may be taken parallel with Psychology 201.

219. THE PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE — Briggs

A consideration of the growth and development of the child from conception to maturity. The responsibility of the part played by home and school in mental, physical, emotional, social, moral, and spiritual growth will be emphasized.
Identical with Psychology 219.

Three hours, first semester

251. PRINCIPLES OF SECONDARY EDUCATION — Rodemann

An introduction to the field of education. A study of the secondary school in a democracy: aims, functions, types, curriculum, and activities.

Three hours, first or second semester

304. EDUCATIONAL SOCIOLOGY — Briggs

A study of the interrelation of the school with other social and educational agencies: the home, the press, the church, the radio, and the theater.
Identical with Sociology 304.

Three hours, second semester

305. SPECIAL METHODS IN HIGH-SCHOOL SUBJECTS — Rodemann

A course organized to meet the individual needs of prospective high-school teachers, involving the planning and elaborating of teaching materials and methods in the chosen teaching field. To be viewed also by a member of the staff in the student's major field.

Three hours, first or second semester

308. EDUCATIONAL TESTS AND MEASUREMENTS — Briggs

Mastery of statistical techniques with practice in working and interpreting a variety of problems involving educational and psychological data.
Identical with Psychology 308.

Three hours, first or second semester

314. EDUCATIONAL PSYCHOLOGY — Briggs

A study of the physical, social, and psychological factors which underlie and influence the learning process.
Identical with Psychology 314.

Three hours, first or second semester

317. HISTORY AND PHILOSOPHY OF EDUCATION

A study of the development of educational theories and practices, and their bearing upon the school of the present and the future.

Three hours, first semester

322. EDUCATIONAL ADMINISTRATION — Briggs

A study of the administration of educational systems. Consideration of problems encountered in dealing with teachers, pupils, parents and the community.

Three hours, second semester

309, 310. Observation and Practice Teaching in the High School — Barker

The application of general and special methods to practical teaching situations in the high school. Observation will precede the actual student teaching. Frequent conferences with the faculty supervisor of student teaching. Laboratory five hours a week at the high school; group conference one hour a week at the College with the faculty supervisor of student teaching. Approximately 100 hours a semester in observation, teaching, and conferences.

Seniors are eligible who have successfully completed Education 251, 305 and 314, following Psychology 201, and who have the approval of the supervisor of practice teaching and of the division represented by the subject in which the practice teaching is to be done. The practice teaching must be done either in the student's major subject or in a subject in which he has completed an acceptable teaching minor. Those beginning this program too late may be able to meet the requirements by attending summer school.

Three hours, each semester

Methods courses in special teaching fields are recognized by certification agencies as of professional course value. Home Economics 315, Music 341, 344, and 348, and Physical Education 308, 321, 322, 327, 328 are such courses. Students taking the courses listed here in their major field would not take course 305 above.

EVENING CLASSES

When there is sufficient demand Maryville College conducts evening classes for the public school teachers of Blount and adjoining counties. These classes are designed to improve teaching generally and to enable the individual teacher to raise his qualifications for certification. The courses given are regular offerings of the College and, when properly distributed, lead to a degree. The tuition fee is $7.50 for each credit hour.

ENGLISH

Professor Hunter, Associate Professor Heron, Assistant Professors J. K. Johnson, Jackson, Bushing, Blair, and Mrs. Kennedy

Major in English: Twenty-six hours above courses in the "100" group, plus the six hours of Special Studies. All majors take courses 205, 206, three hours of American Literature, and fifteen additional hours of course work.

Related courses required of students majoring in English: History 209 and three hours of History of Philosophy. The student also will complete the equivalent of twelve hours of college work in a foreign language: Greek, Latin, French, or German.

The assignment of students to Freshman English is determined by performance on a placement examination involving the basic matters of usage: grammar, sentence structure, punctuation, spelling, reading comprehension.

101-102. Freshman English — Staff

First semester: Study of sentences and paragraphs. Attention to diction and vocabulary building. Drill in the essentials of grammar and usage; dictionary use.

Second semester: a. Oral English: outlining, oral delivery of discourses developed from outlines, library methods, the research paper. b. Exposition and narration as forms of discourse; various expository types.

For all freshmen placed in the lower half of the class by the placement examination.

Four hours, each semester

103-104. Freshman English — Staff

First semester: Rapid coverage of same general ground as in 101 insofar as it is needed by a group with superior preparation. This work to be followed by oral and written discussion of selections from representative modern poetry and prose.

Second semester: a. Oral English: outlining, oral delivery of discourses developed from outlines, library method, the research paper. b. Expository and narrative writing and an introduction to literature.

For all freshmen placed in the upper half of the class by the placement examination.

Four hours, each semester

205, 206. Western World Literature — Staff

A year course including some of the world's literary masterpieces in English translation, and a selection of outstanding masterworks written in English from the earliest times to the present. A course primarily designed to develop acquaintance and to arouse appreciation.

Required of all students.

Four hours, each semester

321. Twentieth Century Poetry — Hunter

Reading and study of the poetry of leading British and American writers from the beginning of the century to the present. Some attention to an understanding of the scope and meaning of poetry.

Given in alternate years.

Three hours, first semester

322. Twentieth Century Novel and Drama — Hunter

Reading of representative novels and plays of the present century, British and American.

Given in alternate years.

Three hours, second semester

325, 326. American Literature — Johnson

First semester: A rapid survey of the colonial period and a detailed study of the nineteenth century romantic writers, to 1855.

Second semester: The rise of realistic literature in the second half of the nineteenth century and in the early twentieth.

Three hours, each semester

327. The Novel in English — Bushing

The evolution of the novel. A study of a few of the master novels of the English tradition.

Given in alternate years.

Three hours, second semester

331. The English Language, Its History and Development — Hunter

The history of the English language and attention to the life processes of a language. Attention also to the development of English in the United States.

Given in alternate years (1951-1952).

Three hours, first semester

332. English Literature of the Middle English Period — Hunter

The development of romance themes and forms. Principal attention to Chaucer; reading of the **Canterbury Tales** and **Troilus and Criseyde.** The beginning of the drama.

Given in alternate years (1951-1952).

Three hours, second semester

333. English Literature of the Renaissance: Shakspere — Hunter

Attention to Shakspere's predecessors and contemporaries, non-dramatic and dramatic. The reading and discussion of from ten to twelve of Shakspere's earlier plays.

Three hours, first semester

334. English Literature of the Renaissance: Shakspere — Hunter

The reading and discussion of from ten to twelve of Shakspere's later plays.

Three hours, second semester

337. English Literature of the Seventeenth Century — Jackson

Reading and study of materials of the early seventeenth century, the Commonwealth period, and the Restoration. Special attention to the works of Milton.

Given in alternate years (1951-1952).

Three hours, first semester

338. English Literature of the Eighteenth Century

Reading and study of materials of the neo-classical period. Special attention to the writings and influence of Dryden and Pope. Reading in the materials of the great prose writers of the period: Addison, Steele, Defoe, Swift, Johnson, Boswell, Goldsmith.

Given in alternate years.

Three hours, second semester

339. English Literature of the Romantic Movement — Jackson

The literature of the Romantic movement with attention to pre-romantic developments and to the various manifestations of the romantic viewpoint and its reflections of the social and intellectual color of the period. Burns, Blake, Wordsworth, Coleridge, Shelley, Keats, Lamb, Hazlitt, and others.

Given in alternate years (1951-1952).

Three hours, first semester

340. English Literature of the Victorian Period — Blair

The literature of the Victorian Age. A study of the literature against the backdrop of social, scientific, and philosophic developments of the nineteenth century. Carlyle, Tennyson, Browning, Ruskin, Arnold, and others.

Given in alternate years.

Three hours, second semester

351, 352. Special Studies in English

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all students majoring in English.

Three hours each in the second junior and the first senior semester

FRENCH

Associate Professor Wilkinson and Assistant Professors Cooper and Martin

Major in French: Nineteen hours beyond course 201, including courses 202 or 203, 311, 318, and three other courses above the "100" level, plus the six hours of Special Studies.

Related courses required of students majoring in French: Students majoring in French must have also the equivalent of twelve hours of college work in another foreign language.

101-102. ELEMENTARY FRENCH — Wilkinson, Cooper, Martin
Study of the fundamentals of French grammar. Practice in pronunciation and conversation. Use of elementary texts for class work and supplementary reading. Practice in the foreign language laboratory.
Four hours, each semester

201. INTERMEDIATE FRENCH — Wilkinson, Cooper, Martin
Brief review of grammar. Drill in pronunciation. Practice in speaking and understanding French. Use of selected prose texts for class work and supplementary reading. Practice in the foreign language laboratory.
Four hours, first or second semester

202. FRENCH CONVERSATION — Cooper
Intensive practice in elementary phonetics and intonation. Review of grammar for conversational purposes. Practice in foreign language laboratory.
Four hours, first semester

203. INTERMEDIATE FRENCH READINGS — Wilkinson
Emphasis on facility in reading French literature for enjoyment and comprehension.
Four hours, second semester

303. MOLIERE — Wilkinson
A study of the different types of comedy by Moliere.
Three hours, first semester

304. CORNEILLE AND RACINE — Wilkinson
A study of the principal tragedies of Corneille and Racine.
Three hours, second semester

308. NINETEENTH AND TWENTIETH CENTURY FRENCH NOVEL — Wilkinson
A study of the outstanding literary movements with reading of selected novels.
Three hours, second semester

309. NINETEENTH AND TWENTIETH CENTURY FRENCH DRAMA — Wilkinson
A study of the drama of the Romantic, Realistic, and Naturalistic periods. Some writers of the twentieth century are included.
Three hours, first semester

311. FRENCH COMPOSITION AND CONVERSATION — Cooper
Practice in composition and conversation with attention to the use of idiomatic French.
Three hours, second semester

318. FRENCH CIVILIZATION AND CULTURE — Cooper
A survey of French civilization and culture with some emphasis on France's contribution to the intellectual formation of Europe and the New World. Use of various types of realia.
Three hours, second semester

351, 352. SPECIAL STUDIES IN FRENCH
Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all students majoring in French.
Three hours each in the second junior and the first senior semester

GERMAN

ASSISTANT PROFESSOR REBER AND MISS RODEMANN

Major in German: Nineteen hours beyond course 201, including courses 318 and 322, plus six hours of Special Studies.

Related courses required of students majoring in German: Philosophy 217 and 218. The student will also complete the equivalent of twelve hours of college work in another foreign language.

101-102. ELEMENTARY GERMAN — Reber, Rodemann

Study of the fundamentals of German grammar. Drill in pronunciation and conversation. Reading of elementary texts. Written exercises.

Four hours, each semester

201. INTERMEDIATE GERMAN — Reber, Rodemann

Review of grammar. Selected readings from eighteenth and nineteenth century literature.

Four hours, first or second semester

202. CLASSICAL GERMAN — Reber

The classical period of German literature. Representative works of Lessing, Schiller, and Goethe. Background and source of these materials will be studied. Practice in writing and speaking German.

Four hours, first semester

315. GERMAN ROMANTICISM

A survey of the Romantic Movement in Germany; its literature and its esthetic and philosophic theories. Readings from Friedrich Schlegel, Novalis, Tieck, Brentano, Heine, Hoffman.

Three hours, second semester

316. GERMAN POETRY — Reber

Representative works of Goethe, Schiller, Heine, Uhland, Liliencron, Dehmel will be read. Consideration of sources, materials, and lives of the poets.

Three hours, second semester

317. FAUST — Reber

Backgrounds of the Faust drama; its growth and development. Reading of Part I of Goethe's drama. A study of Goethe and his works.

Three hours, first semester

318. GERMAN COMPOSITION AND CONVERSATION — Reber

Rapid grammar review. Special exercises in composition and in the developing of free use of spoken German.

Three hours, second semester

319. MODERN GERMAN DRAMA — Reber

Representative works of Hauptmann, Sudermann, and Grillparzer; studies of background and sources of their materials.

Three hours, first semester

322. GERMAN CIVILIZATION AND CULTURE — Reber

The origin and growth of German literature and of the social, political, and cultural institutions and traditions of the German people. The Reformation and its meaning. The rise of Nationalism. No German prerequisite.

Three hours, second semester

351, 352. SPECIAL STUDIES IN GERMAN

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all students majoring in German.

Three hours each in the second junior and the first senior semester

GREEK

Miss Guss

Major in Greek: Twenty-five hours plus the six hours of Special Studies.

Related courses required of students majoring in Greek: History 308. The student will also complete the equivalent of twelve hours of college work in another foreign language, preferably Latin.

101-102. Elementary Greek — Guss
Vocabulary, inflections, syntax; practice in reading and writing Greek.
Four hours, each semester

201. Xenophon
Selections from the **Anabasis.** Drill in forms and syntax.
Four hours, first semester

206. Greek New Testament — Guss
Attention to characteristics of koine. Drill in forms and syntax. Practice in reading New Testament Greek.
Four hours, second semester

301. Plato
Reading from the **Apology, Crito, Phaedo.** The influence of Socrates and of Plato.
Three hours, first semester

302. Tragedy
Selected plays of Euripides and Sophocles. Development and influence of the Greek drama.
Three hours, second semester

305. Oratory
Selected orations of Lysias.
Three hours, first semester

307. Comedy
The **Frogs** of Aristophanes; selections from other plays. The place of Greek comedy in literature.
Three hours, first semester

310. Homer
Portions of the **Iliad** are read; the influence of Homer.
Three hours, second semester

312. History of Greek Literature
A survey of Greek literature; its relationship to general culture. Reading of selections from various important works.
Three hours, second semester

351, 352. Special Studies in Greek
Independent study under supervision, involving command of the forms and usages of the formal paper. Required of students majoring in Greek.
Three hours each in the second junior and the first senior semester

HISTORY

PROFESSOR QUEENER, ASSOCIATE PROFESSOR A. F. PIEPER, ASSISTANT PROFESSORS KIGER AND A. S. WALKER, MR. AINSWORTH, AND MISS GUSS

Major in History: Twenty-six hours above courses in the "100" group, plus the six hours of Special Studies. History majors will take course 308 and at least two additional courses of the "300" level.

Related courses required of students majoring in History: Economics 201, Political Science 201, and Sociology 201. The student will also complete the equivalent of twelve hours of college work in a foreign language.

The student majoring in History will not be held for Introduction to Social Science.

101. HISTORY OF CIVILIZATION TO 1500 — Staff

A survey of world civilizations: of institutions, science, thought, and culture from their beginnings to 1500. Required of all students.

Four hours, either semester

102. HISTORY OF CIVILIZATION: 1500 TO THE PRESENT — Staff

A continuation of course 101. Special emphasis on the emergence and development of the United States and on its place in the world. Required of all students.

Four hours, either semester

209. ENGLISH HISTORY — Queener

Political, economic, social, and literary development of British civilization from the beginning to 1832.

Four hours, second semester

215. AMERICAN HISTORY — Queener

A general study of the colonial period, the establishment and development of the American nation economically, politically, and socially to 1865.

Four hours, first semester

216. AMERICAN HISTORY — Queener

A general study of American national growth, economic, governmental, and international from 1865 to the present.

Four hours, second semester

304. THE FAR EAST — Ainsworth

The political development and the cultural contribution of the Far Eastern peoples: China, Japan, India.

Three hours, second semester

307. LATIN AMERICAN HISTORY — Kiger

Spanish and Portuguese colonization in America; the establishment of independent Latin American nations; their growth, and their relations with the Americas and the world.

Three hours, first semester

308. GREEK AND ROMAN HISTORY — Guss

The development of Greek and Roman civilizations; their social and political problems, and their contributions to subsequent ages.

Three hours, second semester

315. Medieval European History — Walker

A study of European conditions a century or more before the fall of Rome, followed by a more intense consideration of the political, economic, and social movements of the Middle Ages, and the emergence of nationalism.

Three hours, first semester

317. Constitutional Development — Pieper

A study of constitutional principles and major governmental institutions as they have evolved in the British and American constitutional systems.
Identical with Political Science 315.

Three hours, second semester

325. Early Modern European History, 1500-1789 — Walker

The Later Renaissance, the growth of nationalism, the religious reformation, and economic and political expansion of Europe.

Three hours, first semester

326. Europe, 1789-1914 — Walker

The French Revolution, the Congress of Vienna, and the subsequent developments in European history until the first World War.
Given in alternate years.

Three hours, second semester

328. World History since 1914 — Queener

A study of world politics as leading to and developing from the central facts of the first World War. Attention to the Treaty of Versailles, the efforts for international cooperation, the rise and development of communism and fascism, World War II and current movements for international cooperation.
Identical with Political Science 328.
Given in alternate years (1951-1952).

Three hours, second semester

331. Advanced British History: the Tudor and Stuart Periods — Queener

The development of Great Britain under the Tudor and Stuart sovereigns; the Reformation, the Puritan Revolution, the Commonwealth, the Restoration, and the triumph of Parliamentary government.
Given in alternate years (1951-1952).

Three hours, first semester

332. Twentieth Century American History

A careful study of twentieth century American development: the impact of the two World Wars, economic and social control legislation and experiments, internationalism.
Given in alternate years.

Three hours, second semester

351, 352. Special Studies in History

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all students majoring in History.

Three hours each in the second junior and the first senior semester

HOME ECONOMICS

Professor Meiselwitz, Assistant Professor Robertson, and Mrs. Harter and Mrs. Stepp

The special requirements outside the field of Home Economics are: Chemistry 101-102, Biology 102 or 206, and 211. The special requirements for those intending to do institutional foods work include Chemistry 301, 302, Biology 207, Psychology 201, Sociology 201, Economics 201 or 202 and 315, and Home Economics 315.

The general requirement of four hours of Introduction to Social Science will be waived for those undertaking to meet American Dietetic Association requirements.

The allocation of the Home Economics courses by years and their correlation with the general requirements differ in some details depending on the particular purpose of the training which the student has in mind. The student is urged at the very outset to consult with the instructors in this field and obtain from them or from the Dean of Students a detailed statement of the whole four-year program. Beginning wih the sophomore year the student will have to avail herself of the privilege of taking an extra subject in part or all of the remaining time.

Major in Home Economics: Forty to forty-four hours, plus the six hours of Special Studies. Three types of majors are provided with specifications as indicated.

Major for students preparing to teach Home Economics: Courses 101, 102, 201, 202, 301, 302, 303, 304, 305, 307, 315, 322, and 312. Forty-three hours.

Major for students preparing to meet American Dietetic Association requirements: Courses 101, 102, 302, 303, 304, 305, 306, 307, 315, 317, 318, 324, 326, and 312. Forty-four hours.

Major for students preparing for other general uses of Home Economics: Courses 101, 102, 201, 202, 301, 302, 303, 304, 305, 307, 322, and 312. Forty hours.

Students majoring in Home Economics will also complete the equivalent of twelve hours of college work in French or German.

101. ELEMENTARY CLOTHING CONSTRUCTION — Robertson

A study of patterns, seams, and finishes. Consideration of the available textile fibers; construction of two or three simple cotton and synthetic-fabric garments and one garment suitable for winter wear; study of the sewing machine and its mechanism.

Laboratory practice, four hours a week; lecture, two hours.

Four hours, first semester

102. ELEMENTARY FOODS AND COOKERY — Stepp

Study of food principles. Consideration of the uses of foods in the body, their effect on health. Study of cooking techniques, including canning and preserving.

Laboratory practice, four hours a week; lecture, two hours.

Four hours, second semester

201. COSTUME DESIGN — Stepp

Study of principles of design. Consideration of personalities, types of coloring and figure with regard to suitable clothing.

A study of the history of costume in relation to geographic and sociological factors. A survey of fashion changes and recurrences. Construction of two garments particularly suited to the individual, one of which shows the modern adaptation of historic influence in design.

Laboratory practice, four hours a week; lecture, two hours.

Four hours, first semester

202. TEXTILES AND CLOTHING CONSTRUCTION — Robertson

Microscopic study of textile fibers. Attention to identification of fabrics, tests to determine type or combination of fibers, weaves and methods of determining types of weaves, dyes and dyeing processes. Construction of one garment each of three or four different materials as a means of demonstrating the advantages and limitations of each fabric for garment construction, and one "made-over" project. A study of tailoring methods and their adaptation in a lined suit or coat.

Prerequisite, Home Economics 101 and 201.

Laboratory practice, four hours a week; lecture, two hours.

Four hours, second semester

207. HOME HANDICRAFT — Meiselwitz

A study of the materials and techniques of construction for various household and personal articles. The course consists of five units. Knitting, crocheting, weaving, embroidery and tapestry stitchery, and one other craft chosen by the group.

Laboratory practice, two hours a week.

One hour, first semester

301. INTERIOR DECORATION — Robertson

A study of period interiors, wall treatment, furniture design, window treatments, textile color, accessories and arrangement for each room in the house. The whole class participates in one concrete problem of room decoration.

Laboratory practice, four hours a week; lecture, one hour.

Three hours, first semester

302. CHILD CARE — Stepp

A study of prenatal care, selection of the layette and children's clothes, training of the infant and toddler up to school age. Selection of toys, games, and stories. Special diet problems for pre-school children. Observation of children in their own homes and in play groups.

Three hours, second semester

303. NUTRITION — Meiselwitz

A study of dietary standards and nutritional needs as modified by age, sex, and occupation. Relation of nutrition to health. Attention to the physical and chemical properties of foods. The factors influencing the securing of adequate food for a household.

Study of fundamentals of meal planning and table service at different income levels, and for different standards of living. Constructing of menus and their execution under various conditions.

Laboratory practice, four hours a week; lecture, one hour.

Three hours, first semester

304. HOME NURSING — Robertson

A study of the historical development of home nursing. Techniques employed in caring for the sick at home. Emphasis on immunization, preventive measures, and positive health for the family. Relation of home care of the sick to community welfare.

Three hours, second semester

305. MEAL PLANNING AND TABLE SERVICE — Meiselwitz

Study of fundamentals of meal planning and table service at different income levels, and for different standards of living. Constructing of menus and their execution under various conditions.

Prerequisite, Home Economics 102 or 313.

Laboratory practice, four hours a week; lecture, one hour.

Three hours, first semester

306. DIETETICS — Meiselwitz

A study of food values and food requirements. Problems in dietary calculation. Food costs and values. Food needs as influenced by body conditions. Diet therapy for malnutrition, deficiency diseases, allergies, digestive disturbances, and glandular and metabolic disturbances.

Prerequisite, Home Economics 303.

Laboratory practice, four hours a week; lecture, one hour.

Three hours, second semester

307. HOUSEHOLD MANAGEMENT, CONSUMER EDUCATION — Stepp

A study of the nature of the family income and of problems related to its source and distribution. Consideration of the family budget, standards of living, changing expenditures under changing conditions. Special problems in selection and purchase of food, housing, clothing, and other commodities. Reference and topical work required. First half of the semester.

A study of the consumer's responsibility in relation to development in standardization of products. Correlation between values and costs. Special emphasis on government specification, labeling, advertising, salesmanship, and purchasing technique. Brief study of specific commodities and special problems involved. Second half of the semester.

Three hours, first semester

312. EXPERIMENTAL TECHNIQUES IN HOME ECONOMICS, HOME MANAGEMENT HOUSE RESIDENCE — Robertson, Stepp

A study of the techniques employed in experimental work in home and laboratory. A study of time schedules, housekeeping and homemaking, including recreation and entertaining in the home.

Three weeks' residence period for seniors; lecture, three hours.

Three hours, second semester

313. INTRODUCTION TO FOODS AND CLOTHING — Stepp, Robertson

Practice preparation and serving of meals. Nutritional care of the family. Marketing methods. Study of fundamentals of meal planning and table service at different income levels, and for different standards of living. Constructing of menus and their execution under various conditions. Principles of simple clothing construction, choice of materials, color, and design suitable to the individual. Simple pattern study, and alteration to fit the individual.

For juniors and seniors not majoring in Home Economics. "Brides' course." Laboratory practice, four hours a week; lecture, one hour.

Three hours, first semester

315. METHODS AND MATERIALS FOR THE TEACHING OF HOME ECONOMICS — Stepp

A study of classroom methods of presentation and of the conduct of laboratory procedures; Home Economics curriculum content; collection and treatment of illustrative materials.

Strongly advised for all who plan to teach Home Economics.

Three hours, first semester

316. ADVANCED DRESSMAKING — Robertson

A course designed for individual advancement in the techniques of clothing construction. May include advanced tailoring, draping, pattern drafting or alteration, practice in the handling of textile fabrics. Comparative buying of textiles, merchandising practices.

Prerequisite, Home Economics 101 or 313.

Open to special students without prerequisites on consultation with instructor. Laboratory practice, four hours a week; lecture, one hour.

Three hours, second semester

317, 318. INSTITUTIONAL MANAGEMENT, QUANTITY BUYING — Meiselwitz, Harter

A study of meal planning, preparation and service on a quantity basis. Attention to matters of menu making, accounting, catering, organization, management.

A study of large quantity marketing and its relation to the administration of institutional cooking and management.

Laboratory practice in the preparation of one meal a day on different plans: tea room, hotel dining room, cafeteria, **table d'hote** and **a la carte** plans. One hour a week classroom discussion of related problems.

Three hours, each semester

322. FAMILY RELATIONSHIPS — Stepp

A study of the characteristic structure of family patterns. Preparation for family living. Contributions of individuals to the integrated family. A study of factors that affect the integrity of the family pattern.

Three hours, second semester

324. DIET IN DISEASE — Meiselwitz

A study of diet therapy in disease. Therapeutic diets as modifications of the normal. Hospital routines in feeding.

Prerequisite, Home Economics 306.

Laboratory practice, four hours a week; lecture, one hour.

Three hours, second semester

326. METHODS OF TEACHING NUTRITION — Meiselwitz

A study of materials and techniques for the teaching of nutrition under specialized conditions. This course is intended for dietetics majors, but may be elected by others who expect to work in the field of foods exclusively.

Three hours, second semester

351, 352. SPECIAL STUDIES IN HOME ECONOMICS

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all students majoring in Home Economics.

Three hours each in the second junior and the first senior semester

1M. PROBLEMS IN THE SELECTION OF FOODS AND CLOTHING FOR MEN — Meiselwitz

A study of nutritional value of foods, and the relation of foods to health. Training for host-ship, carving, and serving of meals. Problems of the family budget; social etiquette; care and choice of clothing.

Elective for junior and senior men. "Grooms' course."

Laboratory practice, two hours a week; lecture, one hour.

No credit, first semester

LATIN

ASSISTANT PROFESSOR COOPER

Major in Latin: Six courses beyond courses 101-102, plus the six hours of Special Studies.

Related courses required of students majoring in Latin: History 308. The student will also complete the equivalent of twelve hours of college work in another foreign language, or he may discharge this requirement by taking Greek 101-102.

101-102. ELEMENTARY LATIN AND CAESAR — Cooper

A study of Latin forms and uses, emphasizing their relation to English. Much practice in reading, using some selections from Caesar in the second semester.

Four hours, each semester

201. SELECTED READINGS: VERGIL — Cooper

Review of forms and syntax. Attention is given to mythology and to literary style. Open to students entering with two or three units of Latin. May be followed by Latin 202.

Four hours, first semester

202. CICERO: SELECTIONS

A study of Cicero's style and thought as shown in **De Senectute, De Amicitia**, or the letters. Attention to style and historical setting. Much sight reading.

Four hours, second semester

203. HORACE: ODES, EPODES, SATIRES

The works of Horace are studied from the literary and human point of view. Much attention to metrical forms and to the characteristics of the Augustan Age. Open to students entering with four units of Latin.

Four hours, first semester

206. MEDIEVAL LATIN — Cooper

Readings in Medieval Latin for students especially interested in the Romance languages, the literature, the history, or the religious ideas of Medieval Europe.

Four hours, second semester

303. COMEDY: PLAUTUS AND TERENCE

Selected plays; the place of comedy in Roman life and its relation to Greek comedy and to modern literature.

Three hours, first semester

304. PHILOSOPHY: SENECA

Selections from Seneca's Letters and Essays.

Three hours, second semester

307. HISTORY: LIVY, TACITUS

Selections are read, with attention to literary style and to values as historical writing.

Three hours, first semester

310. HISTORY OF ROMAN LITERATURE

A survey of the materials of Roman literature and consideration of their relationship to general culture. Translation of portions from various authors.

Three hours, second semester

351, 352. SPECIAL STUDIES IN LATIN

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all students majoring in Latin.

Three hours each in the second junior and the first senior semester

MATHEMATICS

PROFESSOR SISK AND MR. PAXTON

Major in Mathematics: Twenty-four hours above courses in the "100" group, plus the six hours of Special Studies.

Related courses required of students majoring in Mathematics: Physics 201, 202. The student will also complete the equivalent of twelve hours of college work in French or German.

101-102. FRESHMAN MATHEMATICS — Sisk, Paxton

First semester: Plane Trigonometry and Algebra through systems of quadratic equations. Second semester: Plane Analytic Geometry and Algebra in continuation of the first-semester unit in Algebra.

Four hours, each semester

204. PLANE SURVEYING — Sisk

The compass and transit, the declination of the needle; levels and leveling; areas mapping, earthwork; and laying out and dividing land, city surveys, and highway surveying.

Prerequisite, Mathematics 101.

Field work, six hours a week; lecture, one hour.

Four hours, second semester

205-206. DIFFERENTIAL AND INTEGRAL CALCULUS — Sisk

Differentiation and integration of elementary functions; geometrical applications of calculus, slopes, maximum, minimum, areas, volumes, and the like.

Prerequisite, Mathematics 102.

Four hours, each semester

301. Advanced Analytic Geometry and Spherical Trigonometry — Sisk

Points, straight lines, planes, quadric surfaces; formulae of spherical trigonometry, solution of spherical triangles, astronomical and geodetic problems.
Prerequisites, Mathematics 101-102.

Four hours, second semester

303. Differential Equations — Sisk

Equations of the first order and of the first degree; equations of the first order and of degrees above the first; equations of the second order; and applications to geometrical and physical problems.
Prerequisite, Mathematics 205-206.

Four hours, first semester

305. Theory of Equations — Sisk

Binomial and reciprocal equations; symmetric functions; cubics, quartics; isolation of real roots; and solution of numerical equations.

Four hours, first semester

308. College Geometry — Sisk

Geometric constructions and loci, indirect elements, similar and homothetic figures, circum-circle, in-circle, ex-circle, lines associated with triangles, miscellaneous theorems, harmonic sections.

Four hours, first semester

311. Advanced Calculus — Sisk

Multiple integrals, implicit functions, partial differentiation and applications, Taylor's theorem, maxima and minima envelopes, line integrals, and Green's Theorem. Infinite series, vector analysis.

Four hours, first semester

351, 352. Special Studies in Mathematics

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all students majoring in Mathematics.

Three hours each in the second junior and the first senior semester

MUSIC

Professor Davies, Associate Professor Horne, Assistant Professor Harter, Mr. Hughes, Mrs. Eaddy, Misses Crews, Nelson and Vawter, and Mrs. Blair

Major in Music: Majors are offered in applied music, music theory, and music history and literature. Forty hours, with at least eight and not more than sixteen in applied music of college grade, plus six hours of Special Studies, are required for the major. Eight hours of applied music will be required of a student majoring in the theory of music, and in music history and literature; sixteen hours of a student majoring in applied music. Attention is called to the fact that the College also offers a sequence of courses leading to the B.S. degree with a major in music education. See Page 76.

Students interested in the field of sacred music may elect the theory of music sequence, choosing the applied field in keeping with individual needs. Also they should take Music 308, Music Education 321, and Religious Education 203.

Related courses required of students majoring in Music: Twelve hours of college work in French or German and at least one hour of credit for Choir, Orchestra, or Ensemble. Applied music majors will take, in addition, Music 327 and one "300" course in Music literature.

Credit for choral and instrumental work in music: After one full year of satisfactory participation in the College Choir, the College Orchestra, accompaniment class, or a chamber music group, a student who continues in this organization will be given credit of one-half hour a semester and may earn such credit in any one organization for four semesters. The maximum of such credit for any one student is four semester hours. Students must register for any of the above organizations in which credit is desired; this includes the first year of participation.

Public performance and ensemble experience (non-credit): Opportunities are afforded in bi-weekly public recitals, repertoire and accompaniment classes, the All Girl Choir, Men's Glee Club, the Madrigal Singers, Opera Workshop, Marching Band (physical education credit is given to members of marching band in fall semester), and Concert Band.

Music fees and work in music for special students are described on pages 22 and 88.

APPLIED MUSIC

Major in Applied Music: Courses 51, 52, 61, 62, 71, 72, 81, 82, 101-102, 105-106, 201-202, 225-226, plus the six hours of Special Studies and a senior recital. Majors are offered in piano, voice, violin, organ. The outline of courses indicates basic minimum requirements. The work proceeds according to the individual need of the student.

Credit for Applied Music: One half-hour lesson a week and the required practice, one semester hour. Before registering for a course offering credit in applied music the student must show evidence of ability to carry work of college grade by taking a test, and on his registration card indicates whether the course is for credit or non-credit. Each student who has registered for credit must take a jury examination in his applied music subject at the end of each semester. Credit not to exceed eight hours is given to qualified students who are not majoring in applied music or not taking courses in theoretical music. Additional credit will be allowed only when accompanied by theoretical courses in the ratio of one hour of credit of applied for two hours of credit of theoretical music. Work in applied music is also offered for those not yet qualified for credit or not desiring credit.

Piano

51, 52. PIANO — Davies, Eaddy, Nelson, Vawter

Major and minor scales; broken chords, all keys; studies of the grade of Czerny, Opus 299; Bach, Two-Part Inventions, Little Preludes and Fugues; sonatas of the grade of the Mozart in G; shorter compositions.

Two hours, each semester

61, 62. PIANO — Davies, Eaddy, Nelson, Vawter

Technical studies; Bach, Three-Part Inventions or French Suites; sonatas of the grade of Beethoven, Opus 14, No. 1; shorter romantic compositions.

Two hours, each semester

71, 72. PIANO — Davies, Eaddy, Nelson, Vawter

Technical studies; Bach, English Suites, Partitas, or Preludes and Fugues from the Well-Tempered Clavichord; sonatas of the grade of Beethoven, Opus 26; pieces from romantic and modern schools.

Two hours, each semester

81, 82. PIANO — Davies, Eaddy, Nelson, Vawter

Preparation of a program of not less than one half hour, including one long work.

Two hours, each semester

Voice

51, 52. VOICE — Harter, Blair

Development of correct tone placement, breathing, and the physical activity of singing. Songs in Early Italian, Old English. Italian diction.

Two hours, each semester

61, 62. VOICE — Harter, Blair

Continuation of technical studies with a greater degree of perfection. Vocal embellishments, French art songs, French diction, contemporary English, and lighter recitatives and arias from the early operas and oratorios.

Two hours, each semester

71, 72. VOICE — Harter, Blair

Continued technical studies. German Lieder of the masters. German diction, recitatives and arias from the more exacting operas and oratorios.

Two hours, each semester

81, 82. VOICE — Harter, Blair

Recapitulation of work in preceding years with greater degree of perfection of technique and interpretation. Contemporary American, French, English, and Russian songs. Continued study of operas and oratorios. Senior recital.

Two hours, each semester

Violin

51, 52. VIOLIN — Crews

Schradieck, Technical Violin School, Part I; Kayser, Elementary and Progressive Studies, Part III; Kreutzer, Etudes; Vivaldi, Concerto in A minor.

Two hours, each semester

61, 62. VIOLIN — Crews

Casorti, Bowings; Kreutzer, Etudes; Bach, Concertos in E major or A minor; Handel, Sonata in E major.

Two hours, each semester

71, 72. VIOLIN — Crews

Fiorillo, Etudes; Casorti, Bowings; Bach, Six Sonatas; Mozart, Violin and Piano Sonatas; one movement of a standard concerto chosen to fit the student's needs and abilities.

Two hours, each semester

81, 82. VIOLIN — Crews

Fiorillo, Etudes; Rode, Caprices; Bach, Six Sonatas; a romantic or modern violin and piano sonata; one movement of a standard concerto.

Two hours, each semester

Each course in violin includes graded study of scales and arpeggios, double stops, chords, selected studies for special problems of bowing and left-hand technique, and short compositions for tone production and development of nuance, phrasing, and style.

Organ

51, 52. ORGAN — Hughes

Manual and pedal technique; Rheinberger Trios; Dudley Buck pedal phrasing; choral preludes for manual alone; numbers embodying simpler contrapuntal technique; fundamental principles of registration.

Two hours, each semester

61, 62. ORGAN — Hughes

Bach, Chorale Preludes from Orgelbuchlein, eight little Preludes and Fugues, Preludes and Fugues from Volume I, Widor-Schweitzer; shorter pieces for use in church service. Accompanying of hymns, anthems and chants.

Two hours, each semester

71, 72. ORGAN — Hughes

Bach, Preludes and Fugues, Toccata and Fugue in D minor; Mendelssohn sonatas; old masters of the organ; selected compositions of Widor, Franck, Vierne, Karg-Elert, and modern composers. Complete church service playing.

Two hours, each semester

81, 82. ORGAN — Hughes

Bach, Toccata, Adagio, Fugue in C major, Chorale Preludes; works of modern composers. Preparation of a recital of not less than a half hour.

Two hours, each semester

PEDAGOGY

327. MATERIALS AND TECHNIQUES OF INSTRUCTION

Outline of the materials of instruction from the pre-school years through the more advanced levels. Attention to methods of teaching technique, progressive studies, repertoire, interpretation, and style. Two hours, class, one hour practice teaching.

Three hours, first semester

MUSIC THEORY

Major in Music Theory: Courses 101-102, 105-106, 201-202, 225-226, 301, 302, one additional course in Music Literature, and eight hours of applied music, plus the six hours of Special Studies.

1. FUNDAMENTALS OF MUSICIANSHIP — Hughes

A course in the elements of music designed for those who are not qualified for music 101-102. Special effort is made to familiarize the student with the keyboard, notation, scales, sight singing, rudiments of music; also, a general survey of different forms of music and music appreciation.

Three hours, first semester

101-102. ELEMENTARY THEORY — Horne

An integrated course in the melodic, rhythmic, and harmonic elements of eighteenth and nineteenth century style which begins with isolated tones and ends with modulation to closely related keys. Each new thing is first located in typical musical examples, then heard, sung, played at the keyboard, and finally written. Double session once a week for purposes of drill.

Four hours, each semester

201-202. INTERMEDIATE THEORY — Horne

A continuation of the work of the previous year which begins with a study of the chorale harmonizations of J. S. Bach, continues with a study of all seventh chords and the more common ninth, eleventh, and thirteenth chords, non-harmonic tones, altered chords, and ends with a study of the modulatory means of the later nineteenth century. Double session once a week for purposes of drill.

Four hours, each semester

301. ADVANCED THEORY — Horne

A study of the relationship between form and harmonic content from Bach to Caesar Franck.

Three hours, first semester

302. COUNTERPOINT — Horne

A study in sixteenth century polyphonic style as exemplified in the works of Palestrina, Orlando di Lasse, and the madrigal writers with emphasis on two-, three-, and four-part writing by the student.

Three hours, second semester

MUSIC HISTORY AND LITERATURE

Major in Music History and Literature: Courses 101-102, 105-106, 201-202, 225-226, nine hours from courses 305, 306, 307, 308, eight hours of applied music and six hours of Special Studies.

105-106. MUSIC LITERATURE — Eaddy

A survey to be taken the freshman year by students expecting to major in Applied Music or Music History and Literature.

Two hours, each semester

225-226. HISTORY OF MUSIC — Eaddy

A general course in the history of music with emphasis on periods, bibliography, and backgrounds which have a bearing on musical trends.

Two hours, each semester

305. KEYBOARD MUSIC — Davies

A study of piano and organ literature with emphasis on style analysis and much illustrative material.

Three hours, second semester

306. ART SONG AND OPERA — Harter

A study of literature for the voice.

Three hours, second semester

307. SYMPHONIC LITERATURE — Crews

A study of literature for the symphony and strings.

Three hours, first semester

308. CHORAL LITERATURE — Harter

A study of choral literature with special emphasis on sacred materials which may be used in the services of the church.

Three hours, first semester

313. APPRECIATION OF MUSIC — Davies

A general cultural course, with consideration of the art of music and of its structural and esthetic principles. Use of illustrative materials. Elective for juniors and seniors who are not majoring in music.

Three hours, first or second semester

351, 352. SPECIAL STUDIES IN MUSIC

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all majors in music.

Three hours each the second junior and the first senior semester

MUSIC EDUCATION

MISS CREWS AND MR. HUGHES

Major in Music Education: Courses 321, 322, 341, 344, 345, 346, and a total of six credit hours in course 348. In addition, the following courses in Music are required: 101-102, 105-106, 201-202, 225-226, eight hours of applied music, and six hours of Special Studies. The student will also complete the equivalent of twelve hours of college work in French or German.

The program outlined here is one of preparation for work as music teacher or director in elementary schools or high schools. The student wishing to qualify for elementary-school music instruction will take in addition to the major sequence listed above the professional courses in Elementary Education including Education 342. The completion of such a program in the regular four years is not ordinarily possible.

The student wishing to qualify for high-school music instruction will take the major sequence listed above and the following courses in Education: 251, 314, 309, and 310.

The degree which is earned in this course is the B.S. degree.

321. CHORAL CONDUCTING — Hughes

The technique of choral conducting with emphasis upon the needs in the school and sacred music fields.

Two hours, first semester

322. INSTRUMENTAL CONDUCTING — Hughes

The techniques of instrumental conducting for band and orchestra.

Two hours, second semester

341. VOCAL METHODS — Crews

A study of methods and materials for choral groups and singing classes in grades 1-12, with emphasis on junior and senior high school requirements.

Three hours, first semester

344. INSTRUMENTAL METHODS — Crews

A study of methods and materials for instrumental classes, orchestra, and band in grades 4-12.

Three hours, second semester

345, 346. ORCHESTRATION — Crews

The elements of arranging for band and orchestra; advanced work in the second semester.

Two hours, each semester

348. SPECIAL INSTRUMENTAL METHODS — Staff

One hour classes in strings, voice, percussion, brass, woodwinds.

One hour, each semester

PHILOSOPHY

PROFESSOR ORR AND ASSOCIATE PROFESSORS BUCHANAN AND A. F. PIEPER

Courses 204, 216, 217, 218, 308, and 325 may be grouped with the courses in Religious Education and Religion as the body of courses from which the student chooses the three hours required for graduation in Philosophy-Religious Education-Religion.

Course 311, Ethics, is required of all seniors.

Major in Philosophy: Twenty-four hours, including courses 217, 218, and 311, plus the six hours of Special Studies. Of credits earned in courses 307 and 316, three hours may be applied in meeting the total of twenty-four hours required for the major.

Related courses required of students majoring in Philosophy: Psychology 201. The student will also complete the equivalent of twelve hours of college work in a foreign language: Greek, Latin, French, or German.

204. THE TEACHINGS OF JESUS AND PROBLEMS OF CHRISTIAN THINKING — Orr

A search study of the words of Jesus and their application to problems of faith and life. An effort to discover what Jesus' sayings reveal regarding God, regarding Jesus Himself, and his mission, the Kingdom of God, and other selected problems.

Three hours, either semester

216. PREFACE TO PHILOSOPHY — Orr

An introductory approach to philosophical problems having particular reference to the present crisis of civilization.

Three hours, second semester

217, 218. HISTORY OF PHILOSOPHY — Orr

A study of the history and development of philosophy in Western Culture from early Greek times to the present. Special attention to the bearing of philosophical ideas on religion, politics, and literature. First semester: Greek philosophy and medieval; second semester: modern philosophy.

Three hours, each semester

307. WORLD RELIGIONS — Buchanan

An introduction to the history of religion, with emphasis upon the life and character of the founders, the philosophic development, the numerical and territorial expansion, and the present faith and practice of the living religions of mankind. Identical with Religion 307.

Three hours, first semester

308. PSYCHOLOGY OF RELIGION — Orr

A study of the nature of the religious consciousness, of the major problems of religious experience and the development of religious character in the light of psychological characteristics.

Three hours, second semester

311. ETHICS — Orr

The course assumes the validity of the Christian ethical ideal and seeks to discover principles by which conduct can be guided toward the realization of this ideal. Special emphasis upon theory of morality, personal morality, and public morality.

Required of all seniors.

Three hours, first semester

315. Logic — Buchanan

A study of the principles of deductive and inductive reasoning, and of their application. Special attention to the structure of our thinking. Not applicable on the general graduation requirement in Philosophy-Religious Education-Religion.

Three hours, first semester

316. Church History — Buchanan

A study of what the Christian Church has done in and for the world. Special attention to the men who have been responsible for initiating and maintaining great movements of thought and action within the Church, and to the world mission of Christianity.

Identical with Religion 316.

Three hours, second semester

320. Introduction to Political Philosophy — Pieper

A study of the nature of the state and the shifting concepts of the sources of authority and of its exercise. Attention to the leading theories set forth by writers in these matters from Plato to the present. Not applicable on the general requirement in Philosophy-Religious Education-Religion.

Identical with Political Science 320.

Three hours, second semester

325. American Thought — Orr

A historical study of religious and social ideas in the United States.

Three hours, first semester

351, 352. Special Studies in Philosophy

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all majors in Philosophy.

Three hours each in the second junior and the first senior semester

PHYSICAL EDUCATION AND HEALTH

Professor Honaker, Associate Professor J. A. Davis
Assistant Professors Queener and K. P. Johnson, and Mrs. Law

Major in Physical Education and Health: Twenty-six hours plus the six hours of Special Studies.

Related courses required of students majoring in Physical Education and Health: Biology 102, 206, 207, and Psychology 201. The student will also complete the equivalent of twelve hours of college work in a modern foreign language or eight hours of laboratory science or mathematics in addition to the courses listed above. Physics 111-112 will not satisfy this requirement. Students who plan to teach physical education and health in the high schools are advised to take also the necessary professional courses in Education prescribed for the state in which each wishes to teach. In Tennessee this calls for sixteen semester hours of specified courses in Education plus two hours of Physical Education and Health methods.

The objectives of this major are to prepare for: (1) the teaching and directing of physical education and health and athletics in the public schools, (2) the organization and carrying through of playground activities and community recreational programs, (3) the

advanced physical education and health training provided in the universities and professional schools of physical education.

203. HEALTH, FIRST AID, CARE OF INJURIES, NUTRITION — Johnson, Meiselwitz

Attention to matters of children's diseases and community health. Principles of first aid and treatment of athletic injuries. The principles of nutrition.

Four hours, first semester

204. PRINCIPLES AND ORGANIZATION OF PHYSICAL EDUCATION AND HEALTH — Davis

The underlying principles of Physical Education and Health. The organization and management of physical education programs.

Four hours, second semester

307. PERSONAL AND GENERAL HYGIENE — Davis

The basic principles of health and disease as they apply to the health of the individual, both pupil and teacher, and as they relate to community health.

Three hours, first semester

308. METHODS IN PHYSICAL EDUCATION AND HEALTH — Davis

A course designed to meet the individual needs of the prospective high-school teacher, involving the planning, organization, and teaching methods used in the physical education and health field.

Three hours, second semester

311. PLAYGROUND ACTIVITIES — Queener

Attention to the formulation of programs of group activities and to the selection and direction of games for various age groups.

Three hours, first semester

316. COMMUNITY RECREATIONAL PROGRAMS — Johnson

A study of the recreational program, its significance, leadership, facilities, and the problems of setting up and administering such a program.

Three hours, second semester

FOR WOMEN

321. THEORY AND PRACTICE OF WOMEN'S SPORTS — Queener

Basketball, soccer, volleyball.

Three hours, first semester

322. THEORY AND PRACTICE OF WOMEN'S SPORTS — Queener

Tennis, swimming, softball.

Three hours, second semester

FOR MEN

327. THEORY AND PRACTICE OF MEN'S SPORTS — Honaker

The fundamentals and strategy of football and basketball.

Three hours, first semester

328. THEORY AND PRACTICE OF MEN'S SPORTS — Honaker

The fundamentals and technique of baseball, track and field athletics, tennis, wrestling, and other minor sports activities.

Three hours, second semester

351, 352. Special Studies in Physical Education and Health

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all students majoring in Physical Education and Health.

Three hours each in the second junior and the first senior semester

REQUIRED PHYSICAL EDUCATION ACTIVITIES

In the freshman year each student takes a two-hour-a-week program of calisthenics, hygiene, conditioning exercises, and sports skills. In the first semester this program is varied by the addition of six or more lectures and discussions on personal hygiene. In the second semester swimming instruction is provided for non-swimmers.

In the sophomore year, all students, both men and women, are required to participate in an organized, supervised intramural program. Freshmen, also, may take part in this program but in addition to the freshman required work. Juniors and seniors participate in the intramural sports program on a voluntary basis.

The design is to make this program interesting, varied, beneficial at the time and for future use, and continuously watchful of individual needs in physical development.

The certificates of physical examination required of all students before admission are made available to the Physical Education and Health staff for counsel and direction in the handling of student needs. Proper corrective work is provided for those who need it.

Credit of one hour each semester, total of four hours for the first two years, but without grade points, is required of each student as part of the normal graduation requirement. Participation on varsity teams in intercollegiate competition and membership in the marching band are counted in lieu of this requirement, during the period of participation.

PHYSICS

Associate Professor E. R. Walker and Mr. Paxton

Major in Physics: Twenty-four hours including courses 201, 202, plus the six hours of Special Studies.

Related courses required of students majoring in Physics: Mathematics 101-102, 205-206, and Chemistry 101-102. The student will also complete the equivalent of twelve hours of college work in French or German.

111-112. Physical Science — Paxton

A survey of the field of physical science designed to provide the beginning student with a panoramic view of the physical universe and to give him a definite idea of the scientific method. It utilizes whatever subject matter of mathematics, astronomy, chemistry, physics, and geology contributes to that end.

Lectures, demonstrations, and laboratory work.

Not to be counted on major in Physics.

Four hours, each semester

201, 202. General Physics — Walker, Paxton

A technical course. First semester: mechanics, heat, and sound. Second semester: light, magnetism, and electricity. Fundamental principles are emphasized; illustrative problems are dealt with.

Laboratory practice, four hours a week; lecture and demonstration, two hours.

Four hours, each semester

302. Astronomy — Paxton

Descriptive course, designed to give the student a general understanding of the universe. The heavenly bodies, their motions and characteristics. Astronomical observations made with the aid of the telescope. No prerequisite. Not to be counted on the major in Physics.

Given in alternate years (1951-1952).

Four hours, second semester

205. Advanced Electricity and Magnetism — Walker

Experimental work in calibration of voltmeters, ammeters; in the use of various resistance capacitance and inductance bridges; and in the measurement of the charge of the electron; combined with the appropriate theory.

Prerequisite, Physics 202.

Laboratory practice, four hours a week; lecture, two hours.

Four hours, first semester

206. Advanced Heat — Walker

Attention to the subjects of thermometry, specific heats, latent heat, mechanical equivalent of heat, and radiation both theoretically and experimentally.

Prerequisite, Physics 201.

Laboratory practice, four hours a week; lecture, two hours.

Given in alternate years (1951-1952).

Four hours, second semester

304. Meteorology — Walker

Structure of the atmosphere; atmospheric motions, masses and fronts; elements of weather, including temperature, pressure and winds, humidity. Laboratory work by arrangement with local U. S. Weather Bureau office at the Airport.

Given in alternate years.

Four hours, second semester

305. Advanced Light — Walker

Consideration of wave motion, lenses, interference, refraction, and polarized light; studied theoretically and experimentally.

Prerequisite, Physics 202.

Laboratory practice, four hours a week; lecture, two hours.

Given in alternate years.

Four hours, first semester

306. Advanced Mechanics — Paxton

Attention to fundamental principles of statics, kinematics, and dynamics as they apply to particles, atoms, and rigid bodies.

Prerequisites, Physics 201 and Mathematics 205-206.

Laboratory practice, four hours a week; lecture, two hours.

Given in alternate years.

Four hours, second semester

308. Atomic Physics — Walker

A study of thermodynamics, kinetic theory, and quantum theory.

Prerequisite, Physics 201, 202.

Laboratory practice, four hours a week; lecture, two hours.

Given in alternate years (1951-1952).

Four hours, second semester

351, 352. Special Studies in Physics

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all students majoring in Physics.

Three hours each in the second junior and in the first senior semester

POLITICAL SCIENCE

PROFESSOR QUEENER, ASSOCIATE PROFESSOR A. F. PIEPER AND MR. AINSWORTH

Major in Political Science: Twenty-six hours including courses 201 and 202, plus the six hours of Special Studies.

Related courses required of students majoring in Political Science: History 215 or 216, Economics 201, and Sociology 201. The student will also complete the equivalent of twelve hours of college work in a modern foreign language.

The student majoring in Political Science will not be held for Introduction to Social Science.

201. AMERICAN GOVERNMENT — Pieper

A study of the principles, organization, and functions of our federal government.

Four hours, first semester

202. STATE AND LOCAL GOVERNMENT — Pieper

A study of the principles, organization, and functions of our state and local governments.

Four hours, second semester

207. INTRODUCTION TO SOCIAL SCIENCE

A study of the basic economic, governmental, and social institutions of American society, their organization and their importance.

Required of all students except majors in Business Administration, Economics, History, Political Science, and Sociology.

Four hours, either semester

303. PRINCIPLES OF PUBLIC ADMINISTRATION — Pieper

A study of the principles of the American administrative organization, personnel management, and fiscal planning and control.

Three hours, first semester

305. COMPARATIVE GOVERNMENT — Pieper

A study of government through use of the comparative method. Special attention given to the major governments of Europe.

Three hours, first semester

306. INTERNATIONAL RELATIONS — Ainsworth

A study of nation-state relationships and the problem of world order.

Three hours, second semester

309. POLITICAL PARTIES

A study of political parties, their function, organization, and activities.

Three hours, first semester

315. CONSTITUTIONAL DEVELOPMENT — Pieper

A study of constitutional principles and major governmental institutions as they have evolved in the British and American constitutional systems.

Identical with History 317.

Three hours, second semester

320. INTRODUCTION TO POLITICAL PHILOSOPHY — Pieper

A study of theories concerning the state. Attention to selected writings of leading theorists from Plato to the present.

Identical with Philosophy 320.

Three hours, second semester

323. GOVERNMENT AND BUSINESS — Queener

A study of the economic and legal relations between business and government. Identical with Economics 323.

Three hours, first semester

328. WORLD HISTORY SINCE 1914 — Queener

A study of world politics as leading to and developing from the central facts of the first World War. Attention to the Treaty of Versailles, the efforts for international cooperation, the rise and development of communism and fascism, World War II and current movements for international cooperation.

Identical with History 328.

Three hours, second semester

351, 352. SPECIAL STUDIES IN POLITICAL SCIENCE

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all students majoring in Political Science.

Three hours each in the second junior and the first senior semester

PSYCHOLOGY

PROFESSORS BRIGGS AND BARKER

Major in Psychology: Twenty-six hours plus the six hours of Special Studies. Courses 201, 204, 301 and 308 will be taken by all majors. The remaining twelve hours are to be chosen.

Related courses required of students majoring in Psychology: Biology 101, 102. The student will also complete the equivalent of twelve hours of college work in French or German.

201. GENERAL PSYCHOLOGY — Briggs, Barker

A study of the fundamental principles of human behavior. Attention to the aims and methods of psychology, the neural and muscular bases of activity, the problems of motivation, intelligent conduct, conditions of learning, and personality.

Prerequisite to all other courses in Psychology.

Laboratory practice and films, four hours a week; lecture, two hours.

Four hours, either semester

204. EXPERIMENTAL PSYCHOLOGY — Barker

Consideration of scientific method in psychology. Experimentation in such fields as structure and function, motor processes, sensation, perception, attention, learning, and memory.

Laboratory practice, six hours a week; lecture, one hour.

Four hours, second semester

219. THE PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE — Briggs

A consideration of the growth and development of the child from conception to maturity. The responsibility of the part played by home and school in mental, physical, emotional, social, moral, and spiritual growth will be emphasized.

Identical with Education 219.

Three hours, first semester

301. FIELDS OF PSYCHOLOGY — Barker

A comprehensive view of the many fields of psychology, including abnormal, social, clinical, experimental, vocational, professional, animal, child, educational, and others.

Three hours, first semester

305. SOCIAL PSYCHOLOGY — Briggs

A study of the interaction of individuals in social situations: how the individual is influenced by others and in turn affects the behavior of others.

Given in alternate years.

Three hours, first semester

307. Applied Psychology — Barker

An application of psychological principles to life situations, such as the professions, industry, and business.
Given in alternate years (1951-1952).

Three hours, first semester

308. Educational Tests and Measurements — Briggs

Mastery of the statistical techniques with practice in working and interpreting a variety of problems involving educational and psychological data.
Identical with Education 308.

Three hours, first semester

310. Clinical and Personnel Psychology — Barker

Clinical Psychology: The application of experimental principles to individual treatment, with emphasis on deviations in mental functioning and the proper interpretation of test results.
Personnel Psychology: The developing field of personnel work, including industrial, business, and professional personnel.
Given in alternate years.

Three hours, second semester

312. Personality — Briggs

A detailed consideration of the meaning, importance, and conditions which influence the growth and methods of improving personality.
Given in alternate years.

Three hours, second semester

314. Educational Psychology — Briggs

A study of the physical, social, and psychological factors which underlie and influence the learning process.
Identical with Education 314.

Three hours, first semester

316. Mental Hygiene — Briggs

A study of the incidence, causes, and methods of preventing mental ills. Emphasis will be given to the importance of early education in the home and school and to the responsibility of society at large.
Given in alternate years (1951-1952).

Three hours, second semester

317. Abnormal Psychology — Barker

A study of mental disorders and deviations from the normal: psychoses, neuroses, and mental deficiency; the major types of diseases; extent, causes, symptoms, treatment, prevention.
Given in alternate years.

Three hours, first semester

351, 352. Special Studies in Psychology

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all students majoring in Psychology.

Three hours each in the second junior and the first senior semester

SOCIOLOGY

Professor Case and Mrs. Pieper

Major in Sociology: Twenty-six hours including courses 201 and 202, plus the six hours of Special Studies.

Related courses required of students majoring in Sociology: Economics 201 or 202, History 215 or 216, and Political Science 201. Psychology 305 and 317 and Economics 328 are recommended as

of value to students majoring in Sociology. The student will also complete the equivalent of twelve hours of college work in a foreign language.

Students majoring in Sociology will not be held for Introduction to Social Science.

201. PRINCIPLES OF SOCIOLOGY — Case, Pieper

A study of the nature and practical importance of sociology. Attention to the development of social ideas and institutions, socialization of the individual and the group; social aims and methods of social control.

Four hours, either semester

202. SOCIAL PROBLEMS — Case, Pieper

A study of the nature, scope, and effects of the major social problems and of the preventive and remedial measures proposed in regard to them.

Four hours, second semester

207. INTRODUCTION TO SOCIAL SCIENCE

A study of the basic economic, governmental, and social institutions of American society, their organization and their importance.

Required of all students except majors in Business Administration, Economics, History, Political Science, and Sociology.

Four hours, either semester

301. RURAL AND URBAN LIFE AND PROBLEMS — Case

A study of the groups, institutions, organizations, and problems of rural and urban life in America.

Three hours, second semester

304. EDUCATIONAL SOCIOLOGY — Briggs

A study of the interrelation of the school and other social agencies: the home, the press, the church, the radio, and the theater.

Identical with Education 304.

Three hours, second semester

306. MARRIAGE AND THE FAMILY — Pieper

A study of the historical background of the family. Attention to the social problems of the American family, to practical problems involved in the relationships of men and women and of parents and children.

Three hours, either semester

307. JUVENILE DELINQUENCY AND CRIMINOLOGY — Case

A study of juvenile delinquency and crime as social problems. Attention to the physical, mental, hereditary, economic, and social factors in the making of the delinquent and criminal; and to theories of punishment and modern penal methods. Investigation of the machinery for administering justice and of the problem of crime prevention.

Three hours, first semester

308. SOCIAL MINORITIES — Pieper

A study of minority groups and of race relations in the United States. Special attention is given to the Negro problem.

Three hours, first semester

313. LABOR PROBLEMS — Pieper

A study of labor with attention to the causes of industrial unrest and preventive measures; the structure and functions of labor organization.

Identical with Economics 313.

Three hours, second semester

315. Social Origins — Case

A survey of the origin, nature, and functions of basic social institutions. with emphasis on primitive backgrounds.

Three hours, second semester

316. History of Social Thought — Case

A survey of the development of social thought, from the Greek, Jewish, and Roman periods through the rise of modern social science.

Three hours, first semester

351, 352. Special Studies in Sociology

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all students majoring in Sociology.

Three hours each in the second junior and the first senior semester

SPANISH

Assistant Professors Schwam and Martin

Major in Spanish: Nineteen hours beyond course 201, including courses 315 and 316, plus the six hours of Special Studies.

Related courses for students majoring in Spanish: The student majoring in Spanish will have also the equivalent of twelve hours of college work in another language.

101-102. Elementary Spanish — Schwam, Martin

Study of grammar, pronunciation, verb forms, vocabulary; reading of simple Spanish prose. Emphasis on spoken Spanish. Practice in the foreign language laboratory.

Four hours, each semester

201. Intermediate Spanish — Schwam, Martin

Review of grammar, emphasizing verb forms and idiomatic usage; reading of more advanced prose. Outside reading and reports. Oral drill. Practice in the foreign language laboratory.

Four hours, either semester

202. Intermediate Spanish Readings — Schwam

Emphasis on facility in reading Spanish literature for enjoyment and comprehension. Selections to be read include some of the best known modern authors.

Four hours, second semester

301, 302. Spanish Literature of the Renaissance and Golden Age — Schwam

Development of poetry, the novel, and the drama in Spain. Readings from Cervantes, Lope de Vega, Tirso de Molina, Calderon de la Barca, Garcilaso, Gongora, and others.

Three hours, each semester

305, 306. Modern Spanish Literature — Schwam

Reading of eighteenth, nineteenth, and twentieth century novels and plays. Study of literary trends of the period. Emphasis on development of facility in reading.

Three hours, each semester

312. Spanish American Literature — Schwam

Survey of the best literature and literary movements of the Spanish American countries.

Three hours, second semester

315. SPANISH COMPOSITION AND CONVERSATION Schwam

Intensive practice in the use of modern idiomatic Spanish.

Three hours, first semester

316. SPANISH CIVILIZATION AND CULTURE Schwam

A survey of Spanish civilization and culture. Presentation of the highlights of Spanish history. Attention to Spain's accomplishments in the field of Art.

Three hours, second semester

351, 352. SPECIAL STUDIES IN SPANISH

Independent study under supervision, involving command of the forms and usages of the formal paper. Required of all students majoring in Spanish.

Three hours each in the second junior and the first senior semester

WORK IN THE DIVISION OF FINE ARTS

Students who are majoring in Music, Drama and Speech, or Art will follow the curriculum specifications set out for those fields as stated on pages 71, 51, and 44. Other students who wish to do work in those fields for credit may elect work from the credit-offerings as their proficiency may permit.

There are others who avail themselves of the opportunity for special instruction in individual and group lessons in these fields. These include beginners in applied music and persons who are not regularly enrolled students of the College who take advantage of instruction offered at the College in these fields.

Maryville College has one of the outstanding fine arts buildings in the South. It was completed in 1950 and has extensive facilities for work in music and the visual arts.

MUSIC

Instruction, ranging from elementary to fully advanced work, is given through individual lessons in piano, organ, voice, and violin.

Information as to lessons available for children and others not enrolled in the College may be obtained from the Chairman of the Division or the Personnel Office.

Participation in ensemble groups is offered to advanced students in applied music.

Accreditation

Maryville College is a liberal arts college member of the National Association of Schools of Music. Requirements for entrance and for graduation as set forth in this Bulletin are in accordance with the published regulations of the National Association of Schools of Music.

Organizations

THE CHOIRS. Members are selected after tests given early in each college year. Membership in the choirs provides an enviable training for all students and especially those who expect to undertake church work, and, under certain conditions, carries limited academic credit.

THE ORCHESTRA. Opportunity to become a member of the orchestra is given to all interested students who have sufficient musical training. Under certain conditions such membership carries limited academic credit.

THE BAND is open to students with a fair ability to play a band instrument.

THE DISC CLUB is composed of all students and faculty who are interested in listening to the masterpieces of recorded music. It meets biweekly. The Division of Fine Arts has available a library of records. At each meeting a qualified commentator introduces the compositions played.

TAU KAPPA CHI. Women enrolled as regular students and studying applied music who have a B average in all work taken during two consecutive semesters are eligible for election to membership.

Productions

In addition to the work of the choir in the weekly Vesper service and to other usual appearances of the musical organizations, there are special concerts and other productions from time to time. For a number of years a large chorus has given Handel's Messiah at the Christmas season. An idea of the type of work done may be gained from the fact that in 1950-1951 the repertoire of the orchestra included the Symphony in G Major by Stamitz, Mozart's Eine Kleine Nachtmusik and Symphony in D Major, and Concerto No. 1 in E Flat Major by Liszt.

Studio Recitals

Public recitals are given biweekly. These recitals offer opportunity for experience in public performance. Advanced performers are heard on special occasions in small ensemble groups, and in concerti with the orchestra.

DRAMA AND SPEECH

In connection with the courses in Drama and Speech listed on pages 51-53, there are various public presentations of plays and pageants. The program includes also lessons in speech correction. Part of this work is done under the organizations described below.

MARYVILLE COLLEGE PLAYHOUSE was organized in 1949 to produce the major plays, formerly given under auspices of the Societies, and the experimental plays. Productions are planned in a way to give students as nearly as possible the actual experience of producing plays as they are given in the professional theatre. Major plays given in 1950-1951 were Our Town by Thornton Wilder, A. A. Milne's Mr. Pim Passes By, and Much Ado About Nothing. Experimental Theatre productions included Edna St. Vincent Millay's Aria de Capo, Everyman, The Man Who Died at Twelve O'clock by Paul Green, and Playgoers by Pinero. Occasionally plays are given off campus. Drama students participate also, in cooperation with others, in such campus productions as the annual college May Day program and the Opera Workshop.

THETA ALPHA PHI is a national dramatic honor society. Maryville College has the Tennessee Delta chapter, which is active in the dramatic projects of the campus.

ART

Courses are offered in both the art history and applied fields with credit given toward the college degree as described on pages 44-45. The applied courses may be taken without credit, as scheduled.

Once a month each semester, an art exhibition is presented. These offer a variety of material including work of the art students, local artists, and loan exhibitions from leading museums and galleries.

THE ARTISTS SERIES

Opportunity for the development of appreciation of the Fine Arts is offered to every student by the Artists Series, which brings to the College each year some of the great artists and musical organizations.

GENERAL INFORMATION

PRINCIPAL BUILDINGS

ANDERSON HALL is the oldest of the present college buildings, having been built in 1869, and named in honor of the founder of the institution. It contains the administrative offices and a number of recitation rooms. A large addition to the original building, the Fayerweather Annex, was erected in 1892.

BALDWIN HALL, named in honor of John C. Baldwin, of New Jersey, is a dormitory for young women. It contains rooms for one hundred and forty students. It is protected from fire by a sprinkler system and contains laundry facilities.

MCLAIN MEMORIAL HALL, originally built as a companion building to Baldwin Hall, contains rooms for fifty-eight young women. It is protected from fire by a sprinkler system and contains laundry facilities. At its completion in 1871 it was named "Memorial Hall" to commemorate the union of the old and the new school Presbyterian Churches. In 1936 the present name was adopted, in accordance with a former agreement, in honor of Mr. and Mrs. Nelson Wylie McLain, whose benefactions ten years previously remodeled this building and Baldwin Hall and installed the sprinkler systems.

THE LAMAR MEMORIAL LIBRARY HALL was erected in 1888 by three friends of Professor Lamar and of the College. The large memorial window was contributed by the brothers and sisters of Professor Lamar. The building is now occupied by the book store and the College Station post office.

WILLARD MEMORIAL was built as a home for the President in 1890 through a generous gift from Mrs. Jane F. Willard, in memory of her husband, Sylvester Willard, M.D.

BARTLETT HALL, one of the oldest Y.M.C.A. buildings in the South, originated in the interests and efforts of students led by Kin Takahashi, a Japanese student, and was made possible by contributions made or secured by the Bartlett Hall Building Association, a gift by Mrs. Nettie F. McCormick, and appropriations by the College. Completed in 1901, it was considerably improved in 1911 through a gift by Mrs. Elizabeth R. Voorhees, and in more recent years has undergone additional extensive improvements. It contains training and locker rooms for the athletic department and quarters for the Y.M.C.A.

FAYERWEATHER SCIENCE HALL was erected in 1898 through the liberal bequest of Daniel B. Fayerweather. Originally a building of two stories, it was enlarged by the addition of a third and a fourth story

in 1913, made possible by gifts of the anonymous donor of the Mary Esther Memorial Fund which established the Home Economics department. The building contains Chemistry, Biology, Physics, Mathematics, and Home Economics laboratories and lecture rooms.

THE ELIZABETH R. VOORHEES CHAPEL, erected in 1905-1906 by gifts of Mr. Ralph Voorhees, of New Jersey, and other donors, was destroyed by fire March 26, 1947. The Chapel was named in honor of Mrs. Voorhees and occupied a central position on the campus. Funds are now being raised for a new chapel.

THE RALPH MAX LAMAR MEMORIAL HOSPITAL, named in honor of Mrs. Lamar's only child, who died in infancy, was built in 1909 through the generosity of Mrs. Martha A. Lamar, a lifelong friend of the College. It has a capacity of eighteen beds.

CARNEGIE HALL.—In connection with the "Forward Fund" secured in 1908, Mr. Andrew Carnegie gave the sum of fifty thousand dollars for a dormitory for young men. The building was occupied at the opening of the fall term in 1910, and was dedicated on January 11, 1911. On April 12, 1916, it was totally destroyed by fire. It was rebuilt on a considerably larger scale at a cost of seventy thousand dollars, of which thirty thousand dollars came from insurance and twenty-five thousand dollars from the citizens of Maryville and Blount County, and the new building was occupied in January, 1917. It contains rooms for approximately two hundred and fifty students.

PEARSONS HALL, a dormitory for women, was erected as a two-story building in 1910, and named for Dr. Daniel K. Pearsons, of Chicago, who had made a gift of twenty thousand dollars. In 1912 a third story was added through a gift of Louis H. Severance, Esq., of Cleveland, Ohio, "an admirer of Dr. Pearsons, who esteemed it a privilege to put this crowning story upon his building." In 1918 the fourth floor was completed, bringing the total capacity of the building to one hundred and thirty students. Through gifts of alumni and faculty the dining hall on the first floor was enlarged by fifty per cent. to seat seven hundred and fifty to eight hundred students, and laundry and storage spaces were added. In 1943 extensive additions to kitchen and refrigeration facilities were made.

THE SWIMMING POOL.—In April, 1914, the Y.M.C.A. cabinet led in a movement, which rallied around it the entire student body, looking to the construction of a swimming pool which had been planned as a part of Bartlett Hall but was never completed. The swimming pool and separate building were completed in 1915 at a cost of ten thousand dollars, of which the students raised about fifteen hundred dollars. Extensive remodeling and improvements were made in 1933. The building is fifty-eight by one hundred and ten feet and the pool is twenty-five by seventy-five feet.

"The House in the Woods," situated in a picturesque part of the college campus, was built and endowed in 1917 for the use of the first College Pastor, Dr. William P. Stevenson, and his successors, by a lifelong friend of Mrs. Stevenson, as a memorial to Mrs. Stevenson's father and mother, Mr. and Mrs. William Cooper.

Thaw Hall, the largest structure on College Hill, was built in 1920-1921. It, like many other extensions of Maryville College, was made possible by Mr. and Mrs. William Thaw, of Pittsburgh. The College Library occupies the first floor and lecture rooms the second.

The Alumni Gymnasium.—In 1922, as the first result of the Alumni and Former Students' Athletic Campaign, an excellent and ample athletic field, five hundred feet square, was graded. In the fall of 1923, as the second result of the same campaign, an additional gymnasium building, one hundred and ten feet square, to be known as the Alumni Gymnasium, was built and occupied.

"Morningside" is a spacious and beautiful dwelling, situated near "The House in the Woods." It was built in 1932 by Mrs. John Walker, of Pittsburgh, Pennsylvania, who was a sister of Mrs. William P. Stevenson, and was occupied by her as a residence until her death in December, 1950. It is now the residence of the President. Nearby are other related buildings, including the attractive "Guest House," built by Mrs. Walker.

The Fine Arts Center, a notable contemporary building, was erected in 1950. It contains a music hall, classrooms, teaching studios, practice rooms, painting and sculpture studios, art gallery, library, offices, lounge, and outdoor theatre. This Fine Arts Center is made possible by the generosity of Mr. and Mrs. Glen A. Lloyd, of Chicago, and is a memorial to their daughter, Ann Baldwin Lloyd.

The Heating Plant.—A new central heating plant, made possible by generous friends of the College, was built in 1939, and its capacity was doubled in 1951. It is located at the edge of the campus and replaces the faithful old first plant, which was erected near the buildings in 1893.

Dairy Farm Buildings.—In 1934, through the generosity of one of the Directors, Judge T. N. Brown, the College obtained partly by gift and partly by purchase, the "Brown farm" adjacent to the campus, and the college dairy was moved to this location. Since that time the barn has been trebled in size and modernized, a large silo and a large implement shed have been built. Through gifts of a friend of the College who wishes to remain anonymous, and other friends, there have been added a milk-cooling and refrigeration building, a milking barn of fire-proof construction designed to meet modern dairy specifications, and a pasteurization unit.

"ISNALA" is the name of the interesting and attractive studio house situated near the northeast edge of the campus which, with its furnishings and numerous valuable paintings, was presented to the College by the late Anna Belle Smith, formerly head of the Art Department in Maryville College.

THE AMPHITHEATRE is located near the center of the college woods. Natural contour of the ground, the stream creating a graceful outline for the stage, the lofty trees, and the improvements made, all combine to give Maryville College one of the most beautiful and spacious outdoor theatres to be found anywhere.

THE COLLEGE GATES.—At the three main entrances to the campus, there are stately and artistic gateways. Two were erected in 1936, from gifts made by the classes of 1917 and 1928; the third was built in 1938 and is a gift of Mrs. John Walker who, with the class of 1930, provided also the "Steps" that comprise a fourth important campus entrance.

GOVERNMENT SURPLUS BUILDINGS.—In the spring of 1947 the College received through the Federal Works Agency, under provision of the Veterans Educational Facilities program, two Government Surplus Buildings. One is a six-room supplementary office building located near Anderson Hall. The other is a combination gymnasium and recreation building approximately sixty by eighty-five feet in size, located across the driveway from Bartlett Hall. In the spring of 1948 two additional buildings were provided by the Federal Works Agency. One, temporarily used for music practice rooms, was built as a wing of the supplementary office building mentioned above. The other, located near the swimming pool and the football field and containing approximately 2400 square feet of floor space, is used as a student recreation center.

COLLEGE PUBLICATIONS

The official publication of the College is THE MARYVILLE COLLEGE BULLETIN. It is issued bi-monthly, and is sent free to any who apply for it. The May number of each year is the annual catalog. STANDARDS AND REQUIREMENTS is a digest published by the College in pamphlet form each year and is sent free on request. THE HIGHLAND ECHO is issued weekly by the students, the editorial staff consisting of members of the four college classes, selected on a competitive basis. THE CHILHOWEAN is issued annually by the junior class. It is a yearbook of the student body, containing a summarized record of the year's work in all the departments and organizations of the College, and is an attractive souvenir. THE MARYVILLE HANDBOOK is issued annually by the Y. M. C. A. and Y. W. C. A. It is intended to provide general information about the College and about the work of the Associations for new and old students, and also to assist new students in adjusting themselves to their new environment.

FORENSIC CONTESTS

Maryville College has the distinction of having the Tennessee Alpha Chapter of the national forensic society, Pi Kappa Delta, and has been host to the national convention of the society. The local chapter acts with the Faculty Committee on Forensics as the governing body for intercollegiate forensics. All students who represent the College in two or more varsity debates or in an oratorical contest are eligible to membership in the chapter, and upon election are entitled to wear the insignia of the society.

The College annually engages in a considerable number of intercollegiate debates and holds an enviable place in college forensics. Credit is given for participation in intercollegiate debates.

PRIZES

THE ALEXANDER ENGLISH PRIZE.—Through the generous provision of Dr. and Mrs. John McKnitt Alexander, an annual prize, consisting of the income from a fund of one thousand dollars, is offered to the member of the senior class who makes the best four-year record in English.

THE T. T. ALEXANDER PRIZE FUND, established by a generous friend of the College, who desires to remain anonymous and to have the prize named in honor of one of Maryville's foreign missionaries, provides prizes to be awarded annually to the winners of first and second places of an oratorical contest conducted under the supervision of the Bible and Religious Education faculty. By the plan of alternation used, the participants in 1950 were men students and those in 1951 were women students.

THE WILLIAM H. BATES ORATORICAL PRIZE FOUNDATION.—The Rev. William H. Bates, D.D., of Greeley, Colo., contributed the sum of one thousand dollars to form a fund, the annual income from which is to be used to provide a prize in oratory. The contests are open to the men of the junior and senior classes in one year, and to the women of the junior and senior classes in the next year.

THE BIBLE AND RELIGIOUS EDUCATION PRIZE FOUNDATION.—An additional gift of two thousand dollars was made by Rev. William H. Bates, D.D., of Greeley, Colo., for the establishment of this foundation. The income of the foundation shall constitute a fund to be known as the Bates Bible Prize, which shall annually be awarded, under certain stipulations, for proficiency attained in Bible study.

THE ELIZABETH HILLMAN CHEMISTRY PRIZE FUND.—The sum of one thousand dollars was contributed in 1919 by Miss Sara F. Hillman, of Pittsburgh, Pa., to establish a fund, the income of which is to be used to provide "a prize or prizes to be awarded to women students for excellence attained in the Department of Chemistry."

Women students taking a specified number of hours of Chemistry (two courses of which must have been taken at Maryville) are eligible for this prize. Since 1933-1934, the prizes have been awarded each year to the women students having the highest grades in Chemistry at the completion of the stipulated hours. Any student having received the prize is ineligible for further competition.

THE GEORGE A. KNAPP MATHEMATICS SCHOLARSHIP FUND of one thousand dollars was established in 1941 by Tracy F. Knapp, Mary Gertrude Knapp Barrett, and Josephine Knapp Kiefer as a memorial to their father, Dr. George A. Knapp, who served as Professor of Mathematics and Physics in Maryville College from 1914 to his retirement in 1938. The income from this fund is awarded each year as a prize to the senior or junior student who is adjudged by a committee to be the most outstanding and most promising among those majoring in Mathematics.

THE BANK OF MARYVILLE ECONOMICS PRIZE.—A prize of twenty-five dollars is given annually at Commencement by the Bank of Maryville to the student doing the most outstanding work in the field of Economics during the year.

HEALTH AND PHYSICAL EDUCATION

Each student must present as one of the conditions of admission a physician's certificate containing his medical history and a record of physical examination. This information is made available to the Division of Physical Education and Health for use in adjusting the student's program. Requirements and offerings in the Division of Physical Education and Health are designed to meet the general needs in this field.

The Ralph Max Lamar Memorial Hospital is available for out-of-town students. In cases of slight illness no charge is made for nursing, but the patient pays $3.00 a day for room, board and laundry. In cases of protracted illness demanding more than ordinary time and attention, a nominal charge is also made for the nursing. In cases of serious illness, registered nurses will be secured at the expense of the patient. On Monday, Wednesday, and Friday of each week free medical consultation and prescription by approved physicians are provided at the hospital for out-of-town students. Any other medical attention that may be required must be paid for by the student. The College uses every possible means to protect the lives and health of its students, but cannot assume any financial responsibility for injuries or illness. However, the College has Workmen's Compensation insurance, which carries certain specified protection in the case of injuries suffered by any student while working under the Student-Help Program; also the College makes available to all students a standard insurance company's policy with benefits applying to hospital and

surgical expenses incurred during the nine months of the college year. (See page 23.)

LAUNDRY

In normal times laundry work can be arranged for with local laundries or with private laundresses at charges averaging about fifty cents to one dollar a week. Each of the dormitories is provided with laundry facilities for the use of students.

ELIGIBILITY RULES

In order that athletic contests may not militate against excellence of classroom work, but that they may become, in a measure, a direct aid in maintaining high standards of scholarship, certain regulations have been adopted to apply to all athletic contests, except those that are intra-mural.

STUDENT ORGANIZATIONS

The Student Council.—This Council was organized in 1923, and consists of regularly chosen representatives of the four college classes. Its objects are: to furnish a representative body of students, who, by virtue of their position and influence in student affairs, shall be able to express the sentiment of the student body; to cooperate with the Faculty in maintaining Maryville College ideals and the traditions and customs of the College; to serve as a medium of communication between the students and any other party seeking to carry out a plan approved by the Council and by the Faculty. The officers of the Council for 1950-1951 are as follows: President, Joseph Richard Poland; Vice-President, James Louis Kren; Secretary, Ella Louise Swift; Treasurer, Joseph Walter McNiell.

In 1946 the Women's Student Government Association was organized to provide a medium for self-government for the women of the College in the various dormitories. In March, 1948, the Men's Student Organization was formed to represent the interests of all men of the College. The respective Chairmen, 1950-1951, are Betty Carol Corbett and Ralph Graf Thiesse.

The Y. M. C. A. and Y. W. C. A.—The Y. M. C. A., established in 1877, is one of the oldest organizations of its kind in the South. The weekly devotional meetings are held on Sunday afternoons in the auditorium of Bartlett Hall. The officers of the Association for 1950-1951 are as follows: President, George Ewing Ogle; Vice-President, John Stockton Baird; Secretary, Robert D. Proffitt; Treasurer, James Louis Kren; Advisory Committee: Class of 1951: Mr. Bushing, Mr. Engelhardt, and William Charles Starr; Class of 1952: Mr. Minear, Mr. Schwam, and David Dickson Reed; Class of 1953: Dr. Barker, Dr. Orr, and Dick Stickley Hyatt.

The Y. W. C. A. was established in 1884, and is one of the most wholesome influences in the religious life of the College. The Association has attractively furnished rooms, where social gatherings and the weekly devotional meetings on Sunday afternoons are held. The officers of the Association for 1950-1951 are as follows: President, Louise Margaret Lloyd; Vice-President, Janet Esther Cummings; Secretary, Mary Edith Lancaster; Treasurer, Helen Sue Martin; Nu Gamma Chairman, Betty Ruth Carroll; Advisory Committee: Class of 1951: Mrs. Kramer; Class of 1952: Mrs. Case; Class of 1953: Miss Blair; Class of 1954: Mrs. Pieper.

Student Volunteer Organization.—The College has from its earliest history been identified with foreign missions, and has since the Civil War sent out one hundred and seventy-seven missionaries into twenty-one foreign countries. Since 1894 the students have maintained a Student Volunteer organization, which meets weekly and is one of the strongest religious influences in the College.

The Ministerial Association, organized in 1900, is composed of students that are candidates for the Christian ministry. It has for its object the enlistment of its members in various forms of active Christian work and the discussion of themes relating to the work of the ministry.

The Societies.—Four societies are conducted by the students. The ATHENIAN, organized in 1868, and the ALPHA SIGMA, organized in 1882, are composed of men. The BAINONIAN, organized in 1875, and the THETA EPSILON, organized in 1894, are composed of women. The societies meet on Saturday evenings.

The Athletic Association.—By action of the Directors of the College, the control of athletics is vested in the Faculty. The Faculty operates both directly and through their Committee on Athletics. The Athletic Director, appointed by the Directors of the College, is a full professor of the institution, and is a member of the Faculty Committee on Athletics. Cooperating with this committee is the Athletic Association. This organization is composed of the entire student body by virtue of the payment of the Student Activities Fee. The Executive Board of this Association meets when occasion may arise for the cooperation of the Association with the Faculty Committee on Athletics and for transaction of such duties as are assigned to it by the By-Laws of the Association.

The Writers Workshop.—Juniors and seniors who have shown special interest and ability in creative writing are elected to membership in this group. Each member is expected to produce at least one original manuscript a semester. The membership is limited to twenty-five.

Honor Societies.—There is a Maryville College scholarship honor society, Alpha Gamma Sigma. Three national honor societies have

chapters in the College, which are made up of students who have special records of achievement in the fields of work covered by each organization. These societies are: Pi Kappa Delta (Forensic), Theta Alpha Phi (Dramatic), Sigma Delta Psi (Athletic). Tau Kappa Chi is a Maryville College scholarship honor society for women who are studying applied music.

In addition to these organizations there are clubs composed of students planning for a particular vocation or interested in the general field indicated by the name of the club: the Disc Club, the Law Club, the Premedical Club, the International Relations Club, the French Club, the Spanish Club, the German Club, the Nature Club, the Camera Club.

ALUMNI ASSOCIATION

The Alumni Association was formed in 1871. It holds its annual meeting in Commencement Week, when a dinner is given by the Association. The officers for 1950-1951 are as follows: President, William Clay Crowder, '28; Vice-President, Wilbur S. Johnson, '34; Recording Secretary, Winifred L. Painter, '15; Executive Committee: Class of 1951: R. Arnold Kramer, '40, Joe L. Marshall, '28, Mrs. Olive Wilson Murray, '13; Class of 1952: Mrs. Ruby Lane DeLozier, '37, Mrs. Helen Anderson Kerr, '44, Rollo W. King, '41; Class of 1953: Mrs. Dorothy Nethery Crawford, '35, Mrs. Faye LeQuire Kenst, '31, Guy Wilson Sneed, '24.

During recent years Maryville College Clubs, composed of alumni and former students, have been formed in various sections of the United States. Other such organizations will be formed in the future.

BEQUESTS AND DEVISES

Since each State has special statutory regulations in regard to wills, it is most important that all testamentary papers be signed, witnessed, and executed according to the laws of the State in which the testator resides. In all cases, however, the legal name of the corporation must be accurately given, as in the following form:

"I give and bequeath.....to 'MARYVILLE COLLEGE,' at Maryville, Tennessee, and to its successors and assigns forever, for the uses and purposes of said College, according to the provisions of its charter."

HONORS AND PRIZES, 1949-1950

HONOR SOCIETIES

ALPHA GAMMA SIGMA—SCHOLARSHIP

Sue Shirley Althouse
Duncan Campbell Bennett
Jack Leroy Buckley
William Houston Chalker
Margaret Anne Cummings
Walter Lee Dean
Helen Augusta Disbrow
Ruth Aileen Heaps
Sarah Jean Heinekamp
Martha Louise Kincaid
Charles Charlton Mabry, Jr.
Eric DeWitt Meadows, Jr.
William Walter Nish
Mary Annis Pearson
Benjamin Erastus Sheldon
Caryl Louise Stovell
Jo-Ann Stroud
Daniel Wallace Winter

PI KAPPA DELTA—FORENSICS

Betty Carol Corbett
Roger Alan Cowan
Margaret Anne Cummings
Robert T. Cuthill
Lewis McKinley Evans
Thomas Peter Kelly
Thomas Moore Kennedy
Rebecca Elenor Kramer
Carl Ludovic Lindsay, Jr.
Eric DeWitt Meadows, Jr.
Carolyn Eileen Miller
Stuart Calvin Saul
William Henry Shields
Dorothy Lucy Stater
Carroll Richard Stegall, Jr.
Edward Newell Witherspoon
Mary Mitchell Wooldridge

THETA ALPHA PHI—DRAMA

George Philip Barber
Howard Duncan Cameron
Roger Alan Cowan
Lois Jeanne Deobler
Edward Benson Gearhart
Dorothy Louise Holverson
Phyllis Ann Jackson
Ann Jenkins
Janice Marie Landstrom
Beverly Anne Moore
Margaret Anderson Newland
William Walter Nish
George Ben Paxton, Jr.
Joseph Richard Poland
David Dickson Reed
William Charles Starr
Sayre Archie Swarztrauber
James Walton Townsend
Edward James Vanderslice
Mary Mitchell Wooldridge

TAU KAPPA CHI—MUSIC

Patricia Ann Cox
Elizabeth June Hood
Louise Margaret Lloyd
Nancy Carolyn Marshall

PRIZES

THE T. T. ALEXANDER PRIZE
John Aaron Bender, first
Stuart Calvin Saul, second

THE BATES BIBLE PRIZE
Ruth Aileen Heaps, first
Charles Leo Krueger, second
John Aaron Bender, third

THE ALEXANDER ENGLISH PRIZE
Margaret Anne Cummings
Helen Augusta Disbrow

THE ELIZABETH HILLMAN CHEMISTRY PRIZE
Faye Nada Robinson

THE GEORGE A. KNAPP MATHEMATICS PRIZE
Joseph Walter McNiell

THE BANK OF MARYVILLE ECONOMICS PRIZE
Eric DeWitt Meadows, Jr.

DEGREES CONFERRED

At Commencement, May 17, 1950

HONORARY DEGREES

Doctor of Divinity—William Wood Duff

Doctor of Humane Letters—Dorothy Lee Ferris, '28

Doctor of Laws—Clemmie Jane Henry

Doctor of Letters—Dunbar Hunt Ogden

BACHELOR OF ARTS

Sue S. Althouse, *cum laude*
Kenneth Victor Anderson
Robert Douglas Argie, *cum laude*
Mary Jane Barrows
John Alfred Baxter
John Aaron Bender, *cum laude*
Duncan Campbell Bennett, *cum laude*
Ruth Helen Bird
Clare May Bolton
Laurel Deanne Bowman
Harry Godber Brahams
Jack Leroy Buckley, *cum laude*
Howard Duncan Cameron
Grady Lee Ernest Carroll
William Houston Chalker, *cum laude*
Ivan Vincent Chambers
Walter Blevins Chambers, Jr., *cum laude*
William Louis Claghorn
Joseph Gillette Claud, III
Roger Alan Cowan*
Mary Elizabeth Crawford
Margaret Anne Cummings, *cum laude*
Alice Davenport, *cum laude*
Lois Jeanne Deobler
Helen Minnerly Disbrow, *cum laude*
Charles Duckett
Katharyn Orlena Ernest
John Perkins Ferris
Frank Craig Fisher, *cum laude*
Robert Lee Frost, *cum laude*
Aubrey Ervin Galyon, Jr. *cum laude*
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Earl Winston Henry
Louis Eysenbach Hofferbert*
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Dorothy Louise Holverson
Ruth Vendeda Huskey
Mildred Linnea Johnson
Marvin Lawrence Michael Kay*
William Ray Kirby
Glen Charles Knecht
Robert Edwin Kribbs, *cum laude*
Thomas Edwin Lacy
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Carl Ludovic Lindsay, Jr., *cum laude*
Marian Troy McBride
Herbert McCraw McCallum
Robert Alexander McCready
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Eric DeWitt Meadows, Jr., *cum laude*
Walter Menges, Jr.
Beverly Anne Moore
Preston Mulford
Ethel Alice Nelson
Kenneth Hugh Newell
Margaret Anderson Newland
William Walter Nish, *cum laude*
Anna Fred Parris
George Benjamin Paxton, Jr., *cum laude*
Mary Annis Pearson, *cum laude**
Walter Bruce Pentz
Anna Frances Postlethwaite, *cum laude*
Charles Gatman Reneau
Faye Nada Robinson, *cum laude*
Richard Fay Rowley
Stuart Calvin Saul
Winifred Elisabeth Schaumburg, *cum laude*
Benjamin Erastus Sheldon, *cum laude*
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Clifford Garland Smith

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Caryl Louise Stovell, *cum laude*
William Herman Swenson
Samuel Luther Taylor
Edward James Vanderslice
Barbara Gray Wallin
Mary Holly Webb
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Orval Stewart Wintermute, *cum laude*
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Suzanne Emery, *cum laude*
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William Charles O'Neill
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Glenn Davis Smith
Lambert Evans Stewart
Margaret Cathrine Stone
Jo-Ann Stroud, *cum laude*
Charles Arthur Warner
Mary Matlock Watt
Violet Ray Whitehead
Virginia Helen Wood
Jack Conley Young

*Graduation requirements completed in summer of 1950.

At End of Fall Semester, December 20, 1950

As of the Class of 1951

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John Stockton Baird
Edward Gill Bennett, *cum laude*
Robert Oliver Brown
Laurie Richards Dale
Delbert LeRoy Earisman, *cum laude*
Joseph William Holt
Margaret Dorothy Hughes, *cum laude*
Lucie Jean Hunt, *cum laude*
James Everett Latham, *cum laude*
Virginia Fisler Schwarz, *cum laude*
William Henry Shields
Frederick A. Sieber, *cum laude*
Beatrice Lydia Swanson
Hal Mitchell Wallace
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Minnie Lucille Highsmith
Richard Carver Isenberg
Charles Edwin Jackson
Hershell Gerald Merriman
Basil Vernon Petree
Eugene Reynolds
Alberta Ahler Ross
June Elaine Spaulding
Donald G. Walker
James Thomas Yeaworth

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WIDNER, OLLIE BLALOCK—Seymour

WILDE, BESS FORD—751 Wright Rd., Alcoa
WILKINSON, MYRTLE COKER—Louisville
WILLIAMS, AGNES RUTH—Townsend
WILLIAMS SINA MAE—514 S. Ruth St., Maryville
WILLOCKS, BILLIE BUFORD—R. D. 8, Maryville
WILLOCKS, FRANKIE ANTHONY—R. D. 5, Maryville
WILLOCKS, RALPH LOUDEN—309 Watkins Ave., Maryville
WILSON, JOHN HARRISON—R. D. 1, Townsend
WILSON, MILDRED EUNICE—Front St., Englewood
WORRELL, BERTHA L.—323 Indiana Ave., Maryville
WYNEGAR, MARGARET GIDDEON—2727 Magnolia Ave., Knoxville
WYNN, RUTH —Sevierville

STUDENTS TAKING WORK IN THE FINE ARTS ONLY

Without College Enrolment or College Credit

BADGETT, EDWIN, *Music*—Maryville
BIGGS, MARY ETTA, *Music*—Maryville
BIGGS, MORGAN, *Music*—Maryville
BORAH, EDWARD, *Music*—Maryville
BOWMAN, BARBARA ANN, *Music*—Louisville
BROYLES, JACK, *Art*—Maryville
BYAR, DAVID, *Music*—Maryville
CALDWELL, ALICE KAY, *Music*—Maryville
CATE, THOMAS, *Art*—Maryville
CRAWFORD, CAROLYN, *Music*—Maryville
CRAWFORD, LOUISE, *Music*—Maryville
CRAWFORD, TOMMY, *Music*—Maryville
DODSON, SUE, *Music*—Maryville
DUNN, NANCY, *Music*—Maryville
EARNEST, BILLY, *Art*—Maryville
EDMONDSON, RUTH, *Art*—Maryville
EFFLER, BETTY SUE, *Music*—Maryville
ENGLISH, WINNIE JO, *Music*—Maryville
EVANS, GEORGIA LEE, *Art*—Maryville
FITZGERALD, ALICE, *Music*—Alcoa
FORRESTER, MARGARET LOUISE, *Art*—Alcoa
GAMBLE, WILMA JEAN, *Music*—Maryville
GASS, CAROLYN, *Music*—Maryville
GORDON, LYDIA KAY, *Music*—Maryville
GORDON, PATRICIA SUE, *Music*—Maryville
GORMAN, CHARLES, *Music*—Maryville
HARPER, CHARLES, *Art*—Maryville
HEIRD, BILLY, *Art*—Friendsville
HEIRD, JOYCE, *Art*—Friendsville
HERR, DANIEL C., *Music*—Alcoa
HERR, SARAH KATHRYN, *Music*—Alcoa
HITCH, MARTHA ALICE, *Art*—Maryville
HOUSEHOLDER, BEVINS, *Music*—Maryville
JENKINS, DOUGLAS MERRITT, *Music*—Maryville
JOHNSON, BETTY JO., *Music*—Maryville
KENST, ELEANOR, *Art and Music*—Maryville
LAMON, LESTER, *Music*—Maryville
LAWSON, ROBERT NEAL, *Art*—Maryville
LEQUIRE, JARRETT, *Music*—Maryville
LEQUIRE, PETER, *Music*—Maryville
LINGEMAN, FRANCES, *Art*—Maryville
LONG, HELEN, *Art*—Maryville
MCARTHUR, FRED P., *Music*— Maryville

McClanahan, Howard W., *Music*—Maryville
Manges, Patricia, *Music*—Maryville
Marshall, Jane, *Music*—Maryville
Marshall, Ruth, *Music*—Maryville
Merrill, Harry, *Music*—Knoxville
Millard, Joe Kenneth, *Art*—Maryville
Moore, James Donald, *Music*—Maryville
Morgan, Dolores, *Music*—Vonore
Nitschke, David, *Music*—Maryville
Nitschke, Ted, *Music*—Maryville
Nix, Cary, *Music*—Maryville
Perry, Patricia Ann, *Art*—Maryville
Peters, Kent, *Music*—Maryville
Pickett, Paul, *Art*—Alcoa
Raulston, Mary Louise, *Art*—Maryville
Roberson, Michael Blair, *Music*—Maryville
Robinson, Lorene, *Art*—Maryville
Ross, Betsy Ann, *Music*—Maryville
Ross, Charles, Jr., *Music*—Maryville
Rowan, Helen Ray, *Music*—Maryville
Schmidt, Edward, *Music*—Maryville
Shields, James, *Art*—Maryville
Sims, Mary Frances, *Art*—Maryville
Snodderly, Mack, *Music*—Maryville
Stanbery, Carol, *Music*—Alcoa
Stanbery, Gail, *Art*—Alcoa
Studley, Florence, *Music*—Maryville
Toole, Linda, *Art*—Louisville
Traylor, Vannie, *Art and Music*—Maryville
Waters, Edna, *Art*—Maryville
Webb, Mrs. Leslie, *Music*—Maryville
Wehunt, Peggy, *Music*—Maryville
Wehunt, Vicky, *Music*—Maryville
Wells, Robert, *Art*—Maryville
Weyler, Freddie, *Music*—Maryville
White, Evelyn, *Art*—Maryville
White, Gail, *Music*—Maryville
White, Mrs. T. J., *Art*—Alcoa
Wiley, Betty, *Music*—Maryville
Williams, Betsy, *Music*—Alcoa
Williams, Jerry, *Music*—Alcoa
Wonder, Mrs. Lillian, *Art*—Maryville
Young, James Patrick, *Art*—Maryville

STUDENTS ENROLLED FOR PRE-SCHOOL MUSIC

Campbell, Suzanne—Maryville
Costner, Kermit—Maryville
Davis, Amelia Ann—Alcoa
Engelhardt, Kerch—Maryville
Harris, John—Maryville
Haviland, Reid—Maryville
Joseph, Jimmie—Maryville
Lamon, Howard—Maryville
Long, Barbara—Maryville
McCulloch, Linda—Maryville
Maxey, Anne—Maryville
Nance, John David—Maryville
Patterson, William—Maryville
Roberson, Sammy—Maryville
Staley, Carol M.—Maryville
Storey, Susan Jane—Maryville
Studley, Robert—Maryville
Teffeteller, Thomas—Maryville

GENERAL SUMMARY, 1950-1951

CLASSIFICATION BY CLASSES

Senior Class	184
Junior Class	167
Sophomore Class	226
Freshman Class	263
Special and Part Time Students	10
Teachers Workshops and Evening Classes	215
Total number of students	1065

CLASSIFICATION BY STATES

Alabama	20	New Jersey	86
Arizona	1	New York	58
Arkansas	2	North Carolina	26
California	3	North Dakota	1
Colorado	3	Ohio	30
Connecticut	3	Oklahoma	1
Delaware	6	Pennsylvania	117
District of Columbia	3	South Carolina	6
Florida	49	Tennessee	297
Georgia	26	Texas	4
Illinois	14	Vermont	1
Indiana	7	Virginia	17
Iowa	3	West Virginia	4
Kentucky	10	China	3
Louisiana	2	Cuba	1
Maryland	21	Denmark	1
Massachusetts	2	Guatemala	1
Michigan	5	India	1
Minnesota	2	Korea	1
Mississippi	6	Philippines	1
Missouri	3	Puerto Rico	1
Nebraska	1		

Total number of Students, exclusive of Teachers Workshops and Evening Classes	850
Total number of States and Countries	43

INDEX

PAGE

Academic Standing 15
Administration, Officers of.. 5
Admission to College.....25-27
Alumni Association 99
Artists Series 90
Athletic Association 98
Bequests and Devises..... 99
Buildings 91
Calendar, College 1951-1952. 2
Chapel and Church Services. 16
Committees, 1950-1951..... 4
Courses of Instruction 44-87
  Art 44
  Bible 45
  Biology 48
  Chemistry 50
  Drama and Speech 51
  Economics 53
  Education 55
  English 58
  French 60
  German 62
  Greek 63
  History 64
  Home Economics 65
  Latin 69
  Mathematics 70
  Music 71
  Music Education 76
  Philosophy 77
  Physical Education 78
  Physics 80
  Political Science 82
  Pre-Medical Science.....48, 50
  Psychology 83
  Religious Education 46
  Sociology 84
  Spanish 86
  Speech 51
Credits 37
Curriculum 28
Degrees Conferred in 1950.. 102
Degrees Offered 30
Dining Hall 23

PAGE

Directors, The 3
Eligibility Rules 97
Endowment 18-20
Entrance Requirements....25-27
Expenses 21-24
Faculty 5-12
Fine Arts 22, 88
Forensic Contests 95
Grades 34
Grade Points 34
Graduation Requirements..30-37
Grounds and Buildings 91
Guidance Program 35
History of the College 18-20
Honor Societies 98
Honors, Graduation 36
Hospital 92, 96
Hours, Required 33
Introduction 15
Laundry 97
Library 17
Location of College 15
Museum 17
Organizations, Student 97
Part-Time Students 24
Payments 22
Physical Examination 96
Post Office (U.S.) 17
Pre-Professional Work 38-43
Prizes 95, 101
Promotion Scale 35
Publications, College 94
Purpose 20
Recommendations 37
Regulations 27
Romans 23
Self-Help 24
Special Students 26
Students, Register of....105-124
Teaching Certificates 42, 55
Veterans, Education for 16
Visiting Speakers 13, 14
Vocational Preparation ...38-43
Y.M.C.A. and Y.W.C.A..... 97

PRELIMINARY APPLICATION

These instructions are to supplement the information given on page 25 under the heading "Requirements for Admission."

Fill out carefully the form at the bottom of this page, printing clearly the information requested. Separate the form at the perforated lines and mail in an envelope addressed to

Personnel Office
Maryville College
Maryville, Tennessee

Within a short time you will receive an acknowledgment and the necessary forms upon which to make complete application.

PRELIMINARY APPLICATION

I hereby apply for admission to Maryville College. (Print plainly the information indicated below.)

Do not write in this space	
1	Sup
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2	5
3	6
C	

1. Name Mr. Miss _____ Date _____
2. Address _____
3. Name and address of high school from which you graduated (or will graduate): _____
4. Date graduated (or will graduate) from high school _____
5. When do you expect to enter Maryville College? _____
6. Have you attended any institution of collegiate rank? _____ (If so, have an official transcript of your work sent to Maryville College at once.) Give here name of institution and dates of attendance _____
7. What is your religious affiliation or preference? _____